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ABSTRACT

This is the third of a series of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document begins with a forecast of what might occur over the next twenty years in adult learning. The remaining five sections present critical issues that have implications for adult learning and training in the future. The first section focuses on the critical issue of unemployment, in which the "humanness factor" is presented as a major void in resolving the dilemmas faced by unemployed workers; next it provides a model that begins to address the dilemmas through the humanness factor. The next section acknowledges aging as a critical issue that needs to be addressed through training practices, demonstrating a method by using the family as a model of training. Leisure is the critical issue focused upon in the third section, which discusses the importance of educators needing to understand the profound impact that increased leisure will have on society in the future; four training models are presented. The fourth critical issue identified is women, with special emphasis placed on the potential and emerging power of middle-aged women in molding our culture; this discussion is followed by a comprehensive training agenda. Finally, a leadership training model is set forth for addressing the fifth critical issue, community education.

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MODEL BUILDING IN TRAINING

Toward the Twenty-First Century:

Critical Issues in Adult Learning

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September, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

Training is the major formal learning activity of adult learners. Its critical core is an effective model which provides the basis for program implementation. Because of the intricacies of model building for training, a series of three documents geared to educator training has been developed which encompasses alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. The documents, which fall under the category of Model Building in Training, are:

- .Collaboration in Adult Learning
- .Symposium on Adult Learning Potential: An Agenda for the Future
- .Toward the Twenty-first Century: Critical Issues in Adult Learning

While all address various dimensions of adult learning, each also addresses a unique aspect of model building. One document is a compilation of alternative models for collaboration; another is the proceedings of a symposium involving experts; and another is a series of presentations on future thrusts for educator training.

Because of its lack of specificity in content, design, and presentation, model building is, by far, the most complex aspect of training and is also the most neglected. With the increasing number of training programs being offered educators, program planning and development has become more and more important. Unfortunately, a dearth of literature on training models and model building exists, especially relating to adult learning and educator training.

Model Building in Training is intended to give educators involved in training some new considerations regarding model building that take into account why a program is designed the way it is; the significance of each activity and its outcomes for both the trainer and the trainee; the use and involvement of experts, as well as their range of expertise; and the scope of content that includes that which is obvious, and also that which is subtle. By providing a broad interpretation of model building which takes into account the breadth of adult learning and

the multitude of variations in training modalities that are possible, it is our hope that trainers will be encouraged to stretch their creative talents to constructing innovative approaches to training and adopt new and more comprehensive interpretations of content.

Preparation of these documents involved several people on the staff of the Adult Learning Potential Institute, to whom I am most grateful. Heartfelt appreciation to Juanita Fletcher, Associate Director, who with tender loving care devoted her time, talent, energy, and commitment to making this document a reality, and for her contribution to the sections on aging and women. Special acknowledgement also goes to Ruth Bartfeld for her contribution to the section on leisure. Deep gratitude for their good humor, team spirit, tireless determination, and skillful work in producing successive versions of this document goes to Marjorie Lambert, Office Manager, who kept it (and us as well) all together, and to Jeanetta Bruce and Terry Raffelt, Research Secretaries, for their indomitable spirit and their tenacious perseverance to complete the task at hand.

Winifred I. Warnat
September, 1980

Introduction

An important aspect of model building is the consideration of special concerns pertaining to the adult learner, especially as they impact on future training practices. Toward the Twenty-first Century: Critical Issues in Adult Learning discusses five emerging concerns that will have increasing influence on our future as adult learners. Training approaches will need to be developed that recognize and respond to the effect of those concerns on adult learners participating in training programs.

Toward the Twenty-first Century: Critical Issues in Adult Learning begins with a forecast of what might occur over the next twenty years in the area of adult learning, followed by a futures-oriented interview-discussion on some of the more salient points relating to our functioning as adult learners and members of evolving families. The remaining five sections present critical issues that have implications for adult learning and training in the future. The first section focuses on the critical issue of unemployment in which the humanness factor is presented as a major void in resolving the dilemmas faced by unemployed workers, and then provides a model that begins to address them through the humanness factor. The next section acknowledges aging as a critical issue that needs to be addressed through training practices. It presents an overview that highlights the reality of our growing aging society and its implications for our future, and, with emphasis on older people, demonstrates by using the family as a model of training, the learner-educator role that occurs within a family. Leisure is the critical issue focused upon in the third section, which discusses the importance of educators needing to understand the profound impact that increased leisure will have on society in the future; four training models are presented that elucidate further how leisure might be approached from an educator-trainer perspective. The fourth critical issue identified is women, with special emphasis placed on the potential and emerging power of middle-aged women in molding our culture as we approach the twenty-first century. This discussion is followed by the presentation of

a comprehensive training agenda that, while geared toward the learning needs of the mature woman, incorporates vital dimensions of adult learning essential to effective training programs. Finally, a leadership training model, that concentrates on adult learning as an imperative dimension, is set forth in addressing the fifth critical issue, community education.

Intended to provoke greater awareness of issues to consider in the planning and development of training programs, Toward the Twenty-first Century: Critical Issues in Adult Learning is in itself a model of the way in which issues that now give promise of emerging in the future, can be identified, defined, assessed and modified by training that employs the use of adult learning principles. It is hoped that program developers, as well as practitioners, will take into account the uniqueness and complexity of each adult learner and the myriad of factors that impact upon him or her as he or she responds to the mood, the design, and the activities offered in the training milieu, especially as we prepare for the twenty-first century.

SETTING THE SCENE

Toward the Year 2000

This is an expression of a hopeful and optimistic view of the future, that relies on faith in the nature of humankind and in our increasing knowledge and understanding of human potential. The 1980s, as a decade of economic, political, cultural, and personal turmoil, will serve to further challenge and stimulate our adult learning capacities. The 1990s will be a decade of adjustment and accommodation. Unprecedented social change that will contribute to the evolution of a truly interdependent global community, which cuts across national boundaries and ethnic differences, will become more and more of a reality. The ever-expanding knowledge society will bring educators (including trainers) to the forefront of that social change, and they will be confronted with opting for the traditions of child/pupil-centered schooling or the radical demands of a burgeoning, adult-centered learning society.

In terms of adult learning, the truth of the matter is that we do not know how adults learn. However, as we approach the twenty-first century, new understandings, which concentrate on learning in a developmental context, will begin to unfold and will dramatically impact upon current interpretations. Some of those new understandings will focus on:

- .life experiences as learning lessons
- .the total person as both learner and educator throughout his or her lifespan
- .learning as a critical function that continues to evolve as we develop

In terms of research, its orientation will change dramatically as the inadequacies of quantitative research methodologies become more pronounced, while new qualitative methods emerge that are more effective in interpreting learner attitudes, values, and feelings within the context of adulthood. In addition, as we discover more about the brain and how it functions, it will become an increasingly significant factor incorporated into our understanding of how we learn. Other areas of exploration that will be highlighted in the future, where adult

learning is concerned, include:

- .the dominance of intuitive and reflective learning over cognitive learning
- .stress energy as a positive force in stimulating our adult learning potential
- .intrinsic motivation as the essential ingredient of adult learner responsiveness

In terms of programs, dramatic changes will take place on all fronts. Higher education will redefine its role to address the expanding learning potential and need of adult learners that cannot be accomplished within the confines of continuing education or the simple revision of degree-oriented programs. The professional preparation of the professoriate in understanding the variance in adult learners and the adult learning process will become essential. Occupational training programs will be better able to cultivate the individual motives of trainees, while the training of trainers will become more crucial as trainers become attuned to adult learning potential and themselves as learners in the training milieu. Additional changes in program development that will become more pronounced as we approach the twenty-first century involve:

- .non-education organizations assuming increasing responsibility for the organization-based education of adults
- .unemployment preparation as a means for developing transferable work skills and enhancing career mobility
- .a new interpretation of productivity that addresses a service-based economy and includes the humanness factor in the equation

Dialogue: Into the Future--Adult Learning
and the Family

The Fred Fiske Show

WAMU FM Washington, D.C.

FF: Good Evening. This evening we'll be talking about adult learning processes, and what's happening to the American family. We've often spoken of the enormous changes which have taken place in our lives. In order to adjust and to lead useful, happy lives, it's often critical that adults learn new skills and attitudes and methods of coping. Well, what about the adult learning process? Many think it's more difficult for adults to learn. Dr. Winifred Warnat, who is director of the Adult Learning Potential Institute at the American University,...has been doing research in that area, and we're very pleased to welcome her to our microphones now.

WW: I am delighted to be here, thank you.

FF: We have tended to think that education was completed when people left school. We closed the door, we marked a finis to it. I've noticed that throughout the country now, in most colleges and universities and junior colleges, that the adult enrollment is higher than ever. In some cases, almost as high as the undergraduate enrollment. Does that put the lie to the attitude that we've had that adults can't learn, or can't relearn?

WW: I would certainly hope that that's a strong indication. And the formal education activities that adults are involved in only minimally reflect the real adult learning capacity we have. It extends way beyond what formal instruction provides. Actually, our formal learning institutions, our formal learning processes that this country enforces, and perhaps the world focuses on, is only one aspect of learning, and that is the cognitive, which stresses new knowledge and skills development. But the real area of learning is life experience, and this is...affective learning, that encompasses spontaneous, intuitive, and reflective learning.

FF: There has never been a time when it was more necessary to continue to adapt, to make changes in the world. You know, I'm sure that a large number of our unemployment problems relate now to new techniques, new industrial changes, to foreign competition, to our industry

having to make adjustments of all sorts, to energy problems, to population shifts, which really makes it essential that, for economic reasons, in addition to all the others, adults are able to learn and willing to.

WW: It certainly does, but again, in more dimensions than just perhaps a new career change. It means that there's a value and attitude change that is necessary, and the dimension that perhaps needs the greatest focus is, we need to cultivate our risk-taking capacities, that have been kind of suppressed. One of the things that is very critical is having adults realize, as adults,...that we really have the capacity to make major changes, and that we are really in control of the directions our lives take. The feeling of hopelessness that unemployment brings about can be changed. One of the problems we face is that we have not explored how it can be changed, but there is an attitude and value base to that change that needs to be addressed.

FF: For many years, maybe for as long as man has been on this earth, it's generally been accepted that it's more difficult for adults to learn. And I suppose in many ways adults do find it difficult to learn. Is that because of expectation of difficulty?

WW: That's expectation, it's also interpretation. And I would have to say hogwash to the fact that adults stop learning, or that they learn less, or that learning declines. The problem, again, as you pointed out in the beginning, is that we believe that our learning capacities terminate when formal schooling terminates, and that it's on the decline from that point onward, when in fact life becomes much more complex as we mature. One of the things that brought me into this whole area, believe it or not, was my work in the area of early childhood. And in that work I focused on paraprofessionals, parents, and volunteers, and the common denominator between them was that they were all adults. Also in that capacity, I was exploring Head Start, and I was intrigued by the notion of comprehensive education for young children, and the no-

tion of the total child. And it caused me to think, well, if I believe...that adulthood is at least as complicated as childhood; and that we are adults much longer than we are children, it made a great deal of sense to me to look at the comprehensive education of adults in terms of the total adult. This is the context in which we're exploring the adult learning process.

FF: You say, adulthood is at least as complicated as childhood, and I'm sure that comes as a surprise to many of our listeners, who tend to believe that by the time we're grown up we've established our values and our personality and our relationships and so on, and that, as a matter of fact, we don't go through the turmoil that children do in developing.

WW: We go through much more turmoil. We adopt certain patterns because they're comfortable...and I'm going to say both positive and adverse life events have tremendous impact on challenging our learning capacities. Just the process of getting married and adjusting to a spouse is one kind of tremendous learning experience. When you're suddenly rearranging your whole life style to accommodate another person, you're combining values of two people into a new compatible set.

FF: Do you know when it first dawned on me that marriage was an educational experience? It was at my own wedding, and I was walking down the aisle then I heard somebody whisper, "This will teach him!"

WW: ...Divorce, of course, is now becoming more and more common, and affecting changes in family style tremendously, forcing us to assess values, change lifestyles,...develop whole new interpersonal relation skills, and this is all a learning process. There is no way to get away from it. Learning is as essential to our existence as breathing, and it's with us from conception through death.

FF: There are really different kinds of learning. I would tend to think of that kind of learning as adjustment. But adjustment is learning, isn't it?

WW: It definitely is. It certainly is.

FF: We also grew up with another idea about IQ. It's true, and many of us have heard, that our IQ levels out at about age sixteen. But that really measures the rate at which we learn. It doesn't say that our ability to learn changes. Once we've reached the level at which we can learn, developing our IQ, then it remains constant. We can continue to learn the rest of our lives. And recently we've learned that while some of our capacities may in fact diminish as we grow older, the brain continues to function magnificently well into the eighties and nineties or beyond in many people.

WW: Yes, I am very reluctant to even bother with IQ. It's an unfortunate circumstance that we have put so much faith in it in the past, because again it only addresses that small area of the cognitive. I'm delighted that you mentioned the capacity of the brain, because in beginning my research in this area, I discovered that there was not much information available. And even with our knowledge explosion, we don't know much about adulthood, adult development, adult learning, and the like. So I was forced to look into, with much pleasure I might add, the research on the brain and the mind. And consistently I have come across the statistic that we only know 10 percent of how the brain functions. And my question is, isn't it rather presumptuous of educators to assume that we, they, understand learning, when we only understand 10 percent of how the brain functions? And of that 10 percent, only 7 or 8 percent relate to the cognitive processes, which is where our education system is grounded or directed.

FF: With adults, however, we frequently have the problem of unlearning. Doesn't this become something to deal with? I know, for example, that basketball coaches, dealing with people who are relatively young, would much rather have a player who had talent but who had not been trained by somebody else, than somebody who had been trained by somebody else, because they find it far more difficult to get them to unlearn things that they had been taught, and to substitute new methods. I can recall from some of my own schoolwork

years ago reading about what are called the establishment of nervous pathways. They become firmly entrenched in even younger people--I'm talking about 16-20 year olds. It would seem that in adults, in middle-aged people, those nervous pathways ought to be that much more firmly entrenched. Does this present a problem in education, in learning or relearning for adults?

WW: It really does. It does because we establish learning patterns and responses that we use over and over again, and the more we use them, the more fixed they become in our systems. And even long after they become useful to us, we continue to use the same patterns because we're afraid of change. And again the risk-taking that is necessary to change a pattern of behavior can be a very scary thing, but it definitely involves an unlearning process. And unlearning actually involves redirecting and redoing those obsolete processes we've been relying on.

FF: How do you unlearn something?

WW: I really don't have the answer to unlearning. It is becoming an increasingly controversial concern, and one that we're beginning to address in the work that I've been doing. We're looking at unlearning in terms of just how to do that. We don't know, but we do know that it does take a mind-set, a willingness, an acknowledgment of yourself and some other directions that need to be taken, and alternative steps that you might take to get there.

FF: It's almost like a woman who has her hair colored who goes to the hairdresser, and they first strip the old color from it and then add the new.

WW: It is. However one of the things I think we forget is that within each of us we have a number of alternative responses. We tend to use those that are most comfortable, and tend to work; however, we have other alternatives that we have tried, but that we store or set aside because they either have been more complicated, or they haven't worked as well. But that doesn't mean that we can't use them again and they'll be effective.

FF: Aren't there some psychological barriers for the adult in relearning things? The question of image, the fear, for example, of appearing dense or stupid. After you brought up children and communicated to them the idea that yes, in fact, you knew what it was all about, suddenly for you to reverse roles and be in a learning situation. Isn't there a feeling of insecurity, that in fact you may not learn well, and you'll look bad?

WW: Yes, there is, and as a matter of fact I refer to that as self-imposed limitations. That might not be a new term, but it is certainly a term that is related to adult learning. And it is self-imposed limitations that inhibit our movement into new directions, whether it's new careers, whether it's into new life styles, whether it's into changing one value for another value, the self-imposed limitations again are within a comfort zone we've established that we're afraid to go beyond, even if there's a necessity to do so.

FF: And we take all of this in terms of the fact that people are living longer today than ever before; more people living to their full life expectancies than ever before, and it becomes a very serious problem.

WW: It does become a problem.

FF: Now what's being done about it? We spend all kinds of time and effort in our country addressing the problems of childhood education, and we can get into that in just a little while, but the problems of adult education are becoming almost as important, with far less understanding.

WW: You are so right. One of the problems is that educators of adults, trainers or whoever, forget that they themselves are learners in the process of teaching or instructing, and so they remove themselves and the learning they're obtaining from the process. However, no trainer of adults or teacher of adults can pour into the head of the adult the knowledge that the adult needs. An adult is going to respond given his or her life circumstances, the need for the information available, and so forth. And so the heterogenity of adults is much greater than that of children.

FF: For a group situation, particularly...So a teacher in a classroom setting, shall we say, for adults, has an additional problem because the youngsters come to him almost as raw material, and they'll respond to the same techniques generally. What's the solution to that? Smaller groups? Individual instruction?

WW: Exploring what the adult learning process is all about. Not making assumptions that it's a very limited area. I am coming to the conclusion that in the not too far off future, cognitive learning will be recognized as perhaps the most primitive dimension of learning. And when we begin to explore the other dimensions, we will have a whole new sense of what our true capacities are. There seems to be every indication that we have tremendous capacity to do many things, and we have not yet scratched the surface of our capacities. That's in the research arena in particular. Very little effort is put into this area of research. You will find most of the work on adulthood, adult development, focuses on a training context, or on a formal learning context, when this is a very small portion of what it really is all about. The work I am doing, again, assumes a very global perspective out of necessity. Stress, creativity, motivation, life experiences are very critical aspects of the adult learning process that you do not find even considered in formal adult programs.
That's in the research arena in particular. Very little effort is put into this area of research. You will find most of the work on adulthood, adult development, focuses on a training context, or on a formal learning context, when this is a very small portion of what it really is all about. The work I am doing, again, assumes a very global perspective out of necessity. Stress, creativity, motivation, life experiences are very critical aspects of the adult learning process that you do not find even considered in formal adult programs.

FF: How would you put all that to use? Each individual goes about acquiring that kind of education on his own. For an educator, for a teacher first to find out what he has learned on the basis of that experience presents an enormous problem, and how to put it to

use presents maybe even greater problems because it may be beyond the understanding or the appreciation of the evaluator or the teacher.

WW: Well, it's not really up to the evaluator or the teacher; it's important to the person who's going through the process. So there has to be a whole reorientation to our concept of the learner/educator process and the teaching/learning process. I guess I'm saying something that might be a bit revolutionary, but we do need to look at some very dramatic, traumatic changes in our concept of learning capacity, and what individuals are capable of doing, and the decisions they're able to make about their abilities, and the directions their lives take. We tend to keep people in a dependent role, as opposed to encouraging independence. Teachers want to control the classroom no matter what the age group, and the more you homogenize the instruction, the more control you have. That's a problem. And we're seeing it run rampant in our schools. I've been reading a lot on the recent study on vocational education, and what an abysmal failure it is. Well, it hasn't seemed practical to the people involved. We've been making assumptions about the population's needs, but we really haven't addressed the populations themselves.

FF: I thought vocational education wasn't living up to its expectations largely because it was antiquated. Using tools and equipment which are no longer in industrial use, you know. A woodworking shop for example, or a machine shop using equipment that industry had put aside thirty years ago. And I suppose in addition there's the assumption that a lot of youngsters who go into industrial education, and going to it because they can't make it in the academic world, and of course that's an invalid assumption.

WW: But again, those are all impositions by the people who make the decisions for what should be taught and what shouldn't be taught.

FF: One thing, of course, that emerges very clearly is that we have to devote an enormous amount of attention and resources to this, because it's going to be increasingly important as time goes on, and we'd better make a start someplace. Are there many other people doing

research in this field?

WW: Well, to my knowledge, nobody else in the country is. I just conducted a conference with a number of experts in the area, and there was a consensus that this is the only effort that is covering the adult learning process from this perspective. As I mentioned earlier, it is very global; it is not parcelling out into any specialized need area, and that's by design. It seems that we are indeed on the forefront of some very exciting new discoveries and interpretations of adult learning.

FF: The first thing, of course, is to inform people, to persuade people that in fact, regardless of how old they are, they are capable of learning and readjusting.

WW: Definitely. And that life becomes richer as we get older.

FF: Now, your other activity has to do with what you call the Family Academy. Are these two related to one another, or are they separate projects?

WW: Well actually, the Family Academy is one dimension of the research we're doing at the Institute, and it focuses on interpreting the family as our primary educating institution, responsible for developing our attitudes, values, and beliefs. This is also another area that is sadly neglected. With all the things that we're reading about the family, we have yet to see any relationship to how the family functions very naturally as a learning institution.

FF: You know something, I have been wrestling with the problem of the schools, and the general disappointment that people have throughout our country with the product of our public schools. I've had school superintendents on, and people from the National Educational Association, and we've wrestled with it, and we've spoken about the failure of the schools in terms of problems of discipline and in terms of resources and so on. When I read the outline of your work I thought to myself, by gosh, this could really be the basic answer. The difficulty in the schools is very closely related to what's happened to our families.

WW: Or the other way around. I think one of the things is that schools have made an assumption about what the ideal family is like, and have castigated those that do not fit the mold. Therefore, there is a rejection of the importance and the influence of the family on a person's learning. There is no doubt in my mind that the family is the most powerful learning institution, no matter what level, or if you classify it as good or bad, or whatever. For example, if you take a low income family, and a single parent family, there is tremendous criticism of what that family is all about, and that it's a bad family. Well we know that learning takes place in that structure, that it is a very effective, influential force on molding individuals, and there is no way that that can be disregarded. And yet we try. We try to change it and bend it, and the family is much more powerful than the school.

FF: I'll grant that. The family is the single most important educational influence in a child's life. And I will further grant, and I have argued this in the past, that for a whole generation, maybe a little longer than a generation, many professional educators disregarded that, as a matter of fact looked down on the influence of the family, told parents not to interfere with their child's education, you'll confuse him, leave it to us. If the kid asks questions, don't confuse him with your answers. We'll do the educating, and you're not up to it. I think that they've seen that that's in error now. But if we start with the proposition that the family is of enormous importance, that that's where the child learns attitudes and role models and values and so on; and if we go beyond that to recognize what's happened to the structure of the family, to the fact that the majority of American families nowadays have two working parents, that we have many families with only parent, that the composition has changed. What do you call those, "reconstituted families," where you have children of a first marriage and a second marriage living together? If we recognize that the days are gone when a youngster worked with his or her parents on the farm, doing farm work

on the fields with the father, and work in the house with the mother, which was a tremendous learning experience. If we recognize all these changes that have taken place in the family, then we come to the inescapable conclusion that one of the difficulties we're facing in education is change, and that regardless of what the schools do, that the child who is coming to them, the raw material who is coming to them, is coming to them different from the child who's come to them all the years until recently.

WW: I think that's true, but another point that I really want to focus on to, is that we have been focusing all of our energies and viewing that the family's influence is only on the child. The parent also is a learner in this process, and every time a child comes home from school with stories about what happens in school, the parent learns something about the school and how the child is responding to what's going on. That's often negated. And in terms of the changes in the family, I think that if we look at just the traditional nuclear family, that a person going through that pattern for an entire life time will experience at least five different kinds of families just by going through that process.

FF: In any family.

WW: In every person. For example, he will be a single adult becoming married, so he will be what I call the no-kin family, which is a single person family.

FF: You regard an individual as a family.

WW: Right, I do. And I regard the individual as a family because we have a family need, whether we have natural family around us or not, and we establish a surrogate family. It can be friends, it can be colleagues, it can be co-workers, but we have a natural inclination to have a number of people around us who serve a family function. Then, that person becomes married, and this person experiences marriage, raising children, they become a retirement couple. From a retirement couple there will be widow or a widower. So there's the single parent, the newly married parent, the parent raising children, the parent in retirement, and finally the parent who lives alone

again. And that's just in the natural sequence that we've been living with for eons. So the changes in the family are not happening the way they once were, but they're not all that strange to us. We just haven't interpreted it that way. The new forms of family that are really going to be burgeoning, I believe, especially as we progress to the twenty-first century, will be the reconstituted family, which is your remarried families, your single parent family, and your no-kin family, with a single person living alone. And this is reinforced over and over. So we have to take some new perspectives on it. I think one of the natural outcomes is going to be that people who are becoming teachers will come from one of these new forms or emerging forms of family, and so relating to the student will also be changing as a natural process. But right now it's not really natural, because we're hung up on teaching parenting skills, when that's a very surface treatment.

FF: Well, the evolution that you pointed out, of course, is not new, they're changes, stages that people have gone through ever since families have existed. Where the changes have really had impact, I think, are on the youngsters, the children. And I would have to conclude that it would be of enormous importance for educators to look into that. We have wrestled with the difficulties of the schools for ages, poured money that hadn't seemed to produce effective results. Maybe this is the direction that educators have to look to.

WW: I believe it's a major gap in the preparation of educators, but also, we have to look at the parents, and be more benevolent in our thinking, because all of us either were children or have children, and so we can relate to either the role of the parent or the role of the children throughout our lifetime.

FF: What does benevolence have to do with it? I mean, we're interested in improving the quality of education....

WW: OK, benevolence may have been a poor term. We have to be more tuned into the....Now I've lost my train of thought.

FF: You started with being benevolent to the parent.

WW: It has to do with benevolence, compassion, sensitivity to, that we don't always blame the parent for what's wrong with the child. That we don't always blame the child either, but we're putting too much of the blame on parents. And parents are also going through changes, maybe much greater than those of the children. And we disregard that; we've been disregarding that. That's why when we're preparing educators and the like we have not yet looked at the massive influence of family.

FF: Let me invite our listeners to join in our discussion. Our telephone number is 966-8850. At our microphones Dr. Winifred I. Warnat, who is Director of the Adult Learning Potential Institute at the American University, has done research in adult learning processes and on the structure of the American family and its change. If you have any questions or comments, we'll welcome them. You know it seems a special pity the fact that this year we're having the White House Conference on Families, and with all this important area to look into, some of the things that your research is taking you into, the conference has concentrated on debating such issues as abortion and ERA, the controversies surrounding. But there's some enormously important work to be done.

WW: There's just tremendously important work to be done, and I have become very disenchanted with the White House conference for the very reasons you mentioned. It is not getting to the core of our concern. And it's not even concerns, but there's also tremendous quality in the family --good things happening that are disregarded.

Selected Sample Call from Listener

Q: Hello, I'd like to tell Dr. Warnat that I was so charmed by her translation of the single person as being a family, and taking on other agents to make a family. I'm a widow of twenty-one-odd years standing, and six or seven years ago I thought to myself, there has got to be something more to a lonely life than traveling and swimming and playing tennis. So I went back to George Washington University, where I'd never finished; I went in the Depression two years

at night. Because my major passion is reading, I of course take nothing but literature courses. And out of this experience, I cannot begin to tell you what a thrilling exciting life I've achieved. And just as the professor said, the first night I went back with great reluctance, an old Jewish fat lady, how in the hell am I going to relate to these kids. Well in about two days I discovered that these young people, who are also interested in literature of course, were so totally accepting of me because I have a curse, and that is almost total recall, and therefore when we were reading and discussing literature, I could pinpoint actual experiences in my past, my remembrances of Woodrow Wilson being inaugurated for example. And now, here I am approaching seventy, a widow living alone, and I realize I'm part of a family. My dear, dear friends are people I've known, young people at George Washington, students, professors, and I have a rich, wonderful life.

FF: That's beautiful and heartwarming and I hope a lot of people listened to it and learned from what you've said. Good night.
Dr. Warnat, I want to thank you for coming.

WW: It's been a real pleasure. I've enjoyed this very much.

FF: Well, there certainly is evidence that our listeners did, as well. We had some fine listener input, didn't we?

WW: I'll say.

FF: This has been Dr. Winifred Warnat, Director of the Adult Learning Potential Institute at The American University. This is Fred Fiske.

CRITICAL ISSUE I: UNEMPLOYMENT

The Evolution of the Humanness Factor

In order to gain new perspectives and interpretations of what might be anticipated in the twenty-first century it is necessary to explore some of today's problems as they relate to the development and use of human resources. Prompted by growing concern over current limited perspectives where the very concept of human resources is concerned, this paper focuses on what we call the humanness factor as it relates to the development and use of human resources in the future. Further, the paper presents an alternative interpretation of human resources that highlights human choices.

The core of the humanness factor is emotion. It encompasses our attitudes, feelings, and values that prompt us to act. Stress energy, creativity, and intrinsic motivation are three dynamics that significantly influeence this factor. Also, intuitive learning and reflective learning are used extensively in response to the humanness factor. The humanness factor accounts for our ability to adapt constructively to the rapid changes occurring in our living environments.

At this point in the twentieth century, with the knowledge explosion, with the discoveries in brain-mind research, with the growing disaffection toward our educating institutions, with the expansion of human resources development efforts, we have reached a readiness to begin cultivating and using our true potential, particularly where learning is concerned. The process has already begun. So as we move into the twenty-first century, the evolution of the humanness factor appears to be well underway.

Aspects of the Humanness Factor

In order to get some sense of how this evolution will take place, we will now elaborate on two aspects of the humanness factor--(1) the human mind; and (2) stress energy.

The Human Mind. Let us begin by looking at where we are with our understanding of the human mind and how it works, since the mind harbors the humanness factor. In a recent National Geographic television special, "The Mysteries of the Mind," it was pointed out that even though the brain is the most powerful force on earth, it lacks the power to understand itself.[1] According to neuropsychiatrist Richard Restak, author of The Brain: The Last Frontier, the human being is the only living animal whose brain is developed way beyond where he is.[2] In her recent work, Supermind, Barbara Brown, expert on biofeedback, points out that

> ...the ultimate activity of thought—the faculty for introspection, for self-awareness, for self-analysis, and for analyzing one's own thought processes--is still a mysterious "black box" of mind miracles that no man seems to dare to open.[3]

In his provocative work, The Metaphoric Mind, Bob Samples contends that we, those of us in Western culture, favor the rational, analytic, left half of our brain, and have lost touch with the right half which governs our intuition, our emotions, and our creative consciousness.[4] The more we discover and understand about the human mind the better able we become to cultivate the humanness factor. Where intuitive and reflective learning are concerned, we have acknowledged the connection between the human mind and the humanness factor, although we have barely scratched the surface of understanding. As the mysteries of the mind continue to unfold, the humanness factor will become an increasingly powerful force in shaping the individual and modifying cultural values.

Stress Energy. The other aspect of the humanness factor, stress energy, presents a dynamic force that can contribute to major personal change. The question we need to address as we approach the twenty-first century is: Can we adults learn and be taught how to assume responsibility for the directions our lives take, and handle the stress we face in a manner compatible with our total self as we progress through the life span? The obvious answer should be, "Of course we can!" The problem is that we have not been willing

to assume that responsbility, nor have we been willing to acknowledge that stress energy can serve as a positive motivating force in our lives.

Most research on stress has been prompted by its physiological effects on the human being, and I suppose quite logically, has been dominated by physicians who have been most responsive to its curative aspects, rather than its preventative aspects. Fortunately, even though research efforts continue to be concentrated in the medical professions, there is growing acknowledgement that stress emanates from the mind rather than the body.

Hans Selye, often referred to as the "father of stress" for his pioneering work, interprets stress in terms of both health and self-fulfillment.[5] The significance of Selye's theory on stress rests with his concept of "eustress" that presupposes we have some choice in effectively channeling our stress and managing it without excessive duress.

In their interpretation of how the mind handles stress, Walter McQuade and Ann Aikman, co-authors of Stress, quote medical researcher Franz Alexander.[6] He states, "The fact that the mind rules the body is, in spite of its neglect by biology and medicine, the most fundamental fact we know about the process of life." They go on to explain that it is in the mind that we confront a problem which presents itself in three logical stages. However, the logical sequence of these stages is disrupted by subjection to our emotions, that is, the humanness factor.

Kenneth Pelletier has written Mind as Healer, Mind as Slayer, one of the most insightful works on stress and stress prevention.[7] The power of the humanness factor is beautifully reinforced as he expounds upon the principles of holistic medicine in which we are encouraged to assume responsibility for our own well-being.

Stress energy represents a manifestation of the humanness factor which has not yet properly surfaced, since most existing interpretations of stress dwell upon its detrimental effects on the human being. But it is on its way to doing so as we begin to acknowledge

that stress energy is indeed a constructive ingredient that serves to rechannel the tensions of adverse situations into beneficial, and even desireable outcomes.

Given the neophyte state of the knowledge base of these two aspects -- the human mind and stress energy -- alone, we can conclude that we have entered the age of discovery in the evolution of the humanness factor. And having begun, the relevance of the humanness factor in determining our personal and societal commitments will become more and more significant as we proceed through the remainder of this century and into the next. What implication this has for us as individuals and as human resources is worth mentioning, at least briefly.

Individuality Versus Society

As somewhat of an antagonist to cultural conformity, I concur with both Bob Samples, mentioned earlier, and John McLeish, author of The Ulyssean Adult, who assert that our society breeds conformity to the detriment of developing our full human potential. To quote Samples,

> Humans have created cultures that systematically deny the fulfillment of the individual. Cultures were born, matured, and died in an awesome parade of variations on the human theme...and no culture systematically nurtured all the qualities of human potential.[8]

In the United States, a broadening exploration of our individuality and our rights as individuals emerged in the 1960's which contributed to the "Me" decade, the "Do your own thing" decade of the 1970's. Those explorations opened Pandora's box, or maybe Barbara Brown's "black box of mind miracles," that have contributed to our personal and cultural discontent. An extremism has surfaced with individuality at one end of the continuum and cultural conformity at the other end that needs to be resolved. At the base of this conflict lies the humanness factor.

In that regard, another question critical to our approach to the future is raised: Can a mutually beneficial compromise be reached between individuality and cultural conformity, or are the two totally incompatible? I believe they can be compatible. However, we have not

yet reached a point in the development of our individual human capacities where we have sufficient self-reliance which highlights respect for the diversity of humankind, especially person to person, and allows for the harmonious accommodation between the two. What an accomplishment if a culture progresses to the point that it can acknowledge and incorporate the humanness factor into its cultural milieu! This, then, is our assignment taking us into the twenty-first century.

Blueprint for the Future

Within the context of cultural conformity and individuality, a comparison of human resources and of the humanness factor begins to reveal what needs to be resolved as we design our blueprint for the future. We need to keep in mind that the concept of human resources is culture-bound, while the humanness factor is directed toward the person. The undergirding principle of human resources is that it is a commodity to be used; of the humanness factor that it is a quality to be cultivated. In our society, human resources with its consumption philosophy is being over-emphasized, while the humanness factor with its growth philosophy is barely recognized. In comparing their characteristics, the disparity between the two perspectives becomes even more obvious. Human resources focuses on the collective nature of the person; the humanness factor on the individual nature.

Human Resources	Humanness Factor
Conformity	Diversity
Control	Freedom
Rational mind	Creative Mind
Cognitive	Affective
Training	Learning

A compromise is at hand. At this time we are headed on a collision course between individuality and cultural conformity. And if it continues unresolved, very likely the humaness factor will be unable to blossom. We will lose sight of the fact that we cannot function effectively, collectively, until our full human potential can be

realized. The choice is still ours. In that regard, we need to beware of the unnecessary selfishness of individuality and come to grips with our personal "me-ism" greed, if the evolution of the humanness factor is to continue.

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The Humanness Factor in Training the Unemployed Worker*

The plight of the unemployed worker is highlighted in an article published in the June 23, 1980 issue of U.S. News & World Report. In that article, titled "The Human Tragedy of Unemployment," the traumatic and often devastating impact of unemployment on the attitudes and mental health of the unemployed worker and his or her family is brought to fore. Although the article does not discuss the human resources implications of unemployment, it succeeds in revealing how this valuable commodity is being allowed to waste away. Many of the unemployed are treated with palliatives such as unemployment compensation, job counseling, worker relocation, skills upgrading, and job restructuring. Those efforts to remedy unemployment, especially the ones that focus upon retraining the unemployed worker for alternative occupations give little regard, however important it is for immediate need gratification, for the commensurate attitude and value changes that may be necessary to make the transition. In essence, it is the humanness of the unemployed worker that is tragically overlooked, as we ply him or her with more information and more skills which hopefully will facilitate employment. Given the current downward trend of the economy and the rising unemployment rate, the need to address this neglected aspect of the unemployed worker becomes even more crucial as the malaise connected with unemployment reaches epidemic proportions.

The humanness factor accounts for the unemployed worker's ability to adapt constructively to the critical changes occurring in his or

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*The unemployed worker as referred to here includes both unemployed adult workers as well as unemployed youth.

her living environment as a result of unemployment. It encompasses stress, creativity, and motivation that focus on the attitudes, values, and feelings which prompt the unemployed worker to act. Yet to be acknowledged is that the humanness factor may indeed provide the key to successful adaptation to occupational change by the adult worker and new job entry for youth. There is a great need to begin establishing a knowledge base on the humanness factor in unemployment that will contribute to furthering our understanding of the intricacies of the unemployed worker, as well as provide an interpretation which may have dramatic impact on new and existing training and retraining practices. It is the purpose of this training model to suggest ways of solving this problem.

Descriptive in nature, such an effort might use a case study approach that would involve the development of case histories on unemployed workers. Information would be collected through the use of individual interviews using a specially designed interview schedule, and would be conducted on a one-to-one basis with each subject. The interviews would be the basis for each case history. Teams of interviewers, that could consist of unemployed workers, would be specially trained in the interview process. The model could focus on one of the major distress industries, i.e., automotive, steel, tire; and ideally, could concentrate on a single, local community of workers, including its unemployed youth from which all subjects would be drawn. Access to unemployed workers would be achieved through collaboration with appropriate labor organizations, and state and local unemployment offices.

In order to provide federal, state, and local government decision makers, as well as private sector employers and labor organization leaders with a continual and updated briefing of the much needed data, the research endeavor could be undertaken through four distinct phases over a possible three to five year period. The time span of this effort would be dependent upon the number of subjects involved, the location of sites, the number of interviewers used, and the size

of the model staff. The distribution of this data to leaders and decision makers could be accomplished through phase-specific product delivery occurring within the work scope and the time frame of each phase. The four phases suggested are presented in the attached outline.

The ramifications of such an endeavor as this could have monumental impact on our efforts to resolve the unemployment dilemma. By establishing a substantial knowledge base which reveals the significance of the humanness factor on the unemployed worker's ability to redirect his or her talents and energies toward other occupational options, an expanded perspective of the unemployed worker would be presented that could contribute to designing more comprehensive and individually sensitive training and retraining programs. Through the case history process, our current understanding of the complexity of the unemployed worker, as well as the development of new insights into the work-related concerns he or she shares with other unemployed workers would be advanced, thereby enabling much more precise and accurate interpretations of their needs that could be translated into training and retraining practices. The contribution of such an effort would identify the unemployed worker, that could have dramatic bearing on new and existing training and retraining programs in terms of their design and content, perspectives on the unemployed worker, trainer preparation and conduct, unemployment preparation, and other critical components as well.

Outline

of

Training Model

I. Phase One: Planning and Development

A. To be accomplished

1. Synthesize existing literature pertaining to unemployment and the humaness factor
2. Design interview schedule and procedures to be followed by interviewers
3. Develop interviewer training program including criteria for selecting them
4. Determine case history format, content, and procedures
5. Conduct pilot to test the overall research design and process

B. Products

1. Literature Synthesis and Conclusions
2. Interview Schedule and Procedures
3. Training Program for Interviewers
4. Case History Design
5. Report on Pilot
6. Summary of Phase One

II. Phase Two: Setting Up

A. To be accomplished

1. Establish site, including liaison relations with appropriate organizations
2. Select and train interviewers
3. Identify subjects and begin arranging interviews
4. Develop demographic interpretation of site from local, state, and national perspectives

B. Products

1. Report on Interview Preparation
2. Report on Subject Selection
3. Demographic Interpretation of Site
4. Summary of Phase Two

III. Phase Three: Data Collection

A. To be accomplished

1. Conduct interviews
2. Develop case histories
3. Compile case histories into a composite
4. Conduct preliminary analyses

B. Products

1. Preliminary Analysis Reports Based on Case Histories
2. Summary of Phase Three

IV. Phase Four: Interpretation and Dissemination

A. To be accomplished

1. Analyze case histories, in toto
2. Compile research report presenting study results with recommendations for action
3. Disseminate results through presentations, papers, publications, and mail distribution

B. Products

1. Report on Study Results with Recommendations for Training Practices
2. Summary of Phase Four

CRITICAL ISSUE II: AGING

The New Look in America--Aging

An unprecedented rise in the median age of the population is now taking place in America. From 1900, when only 4.9 million Americans were over age 60, this age group has grown four times as fast as the population as a whole, and now numbers 23 million. In 2010, when the World War II baby boom becomes the grey boom, one in every six Americans will be over age 65. The total in this age bracket will be 32 million.[1] These statistics are likely to have strong social and political implications, and may be the harbingers of a significant transformation in the patterns of life in America. For the first time in history, American society will not be a youth-oriented one but will have as a majority, mature citizens.

Many questions arise as to the results of this dramatic demographic trend of an aging population. Thirty-two million people simply cannot be ignored. Questions arise about their future: How does the aging of the population affect social attitudes toward aging? Will health standards, social assumptions, role expectations, presumptions, be affected? Will the social role of older people change in future society? If so, how will these changes be reflected in the social institutions? What is the possible impact of an aging population on educational, economic, and political systems? How will the family be affected? Will clearer insights into the learning potential of adults be gained? What will be the impact of this more mature society on training?

Such questions as these are currently generating a great deal of debate among an ever-growing corps of people. The rise in the age of the population has, during the past twenty-five years, had dramatic effect on the expansion of government services and the creation of new agencies and programs concerned with aging. This has triggered research, and demonstration projects in all fields related to aging,

such as the biological sciences, and social sciences, especially education and gerontology. In addition, scientists, scholars, theoreticians, and practitioners have gained new perspectives on the physical, psychological, and social aspects of normal aging. They are finding that many concepts that were heretofore regarded as credos are really social myths. The results of these research efforts, studies, special programs, and new perspectives appear in the growing body of literature concerned with adult development and aging and have great impact upon considerations for future-oriented training programs for older adults. The result of a search through this comparatively new, evolving and developing body of literature, which includes unpublished papers as well as interagency reports and other related material, this introductory paper sketches a background for the raison d'etre of future training models on aging. It attempts to

- o define aging and its process
- o sketch a concise history of social attitudes toward and theories of aging from the nation's past as a youthful society
- o present a consideration of various current projections on the effect of a rapidly maturing population on social attitudes, institutions, and training in the future.

The profusion of literature on aging that exists today is a healthy sign. It indicates an awareness of the need for change. The research in the field, both quantitative and qualitative, confirms this need. Both are creating a climate for change by identifying problems, proposing alternatives and options, evaluating public attitudes and self images, and projecting into the future the probability of the impact of what they are learning on social institutions of the future. Further, the discipline of gerontology itself is significant in that it is made up of a variety of people who differ in fields, interests, and experiences, and therefore gives insight

into the heterogeneous and imperative nature of change insofar as human regard for the human characteristic of aging is concerned. Yet another observation — perhaps the most telling indicator of change -- is the difference between today's generation of aged, from the previous majority of silent, undereducated victims, to the significantly larger in numbers, vocal, educated citizenry of elders who have profited all their lives from improved health practices, better opportunities for education, careers, and attitudes toward self. All give promise that vastly different, more effective coping strategies and life patterns will exist for the aged of the future.

Definition

One of the most valuable insights to result from recent investigations and cogitations on aging has been the realization that with increasing age, variations increase. In other words, older adults vary more in biological and behavioral functions than do younger adults. Keeping this insight in mind serves as a foil to explicit acceptance of categorical statements based on stereotypes. Therefore, even though this paper promises some discourse on the later years, lumping a population into a chronological category, these distinctions based on chronological age are only for purposes of discussion. The generalizations made throughout the paper are made with the older person's characteristic for individualism always in mind. As Kalish suggests in his book Late Adulthood: Perspectives on Human Development,

> Essentially, when we say "Older persons are...," we are saying one of five things:
>
> 1. All older persons are...
> 2. Almost all older persons are...
> 3. Most older persons are...
> 4. Compared to other age groups, older persons are...
> 5. Relative to their younger days, older persons are...

Kalish then points out that the age group categories encompass an age group that ranges from excellent physical and emotional health to

imminent death or severe paychosis, from extreme levels of intellectual and cultural awareness to extreme limitations, and from being in the midst of an exciting career to enjoying (or not enjoying) retirement, and so on. Kalish illustrates by comparing "older adults" with infants insofar as variations in characteristic behavior is concerned. He states that there will be some differences in behavior among infants--such as the length and duration of crying or the intensity of sucking--but highly accurate predictions can be made about newborns if they are normal. However, he continues, the older a person becomes, the less accurately we can predict behavior based on chronological age. During middle age, for example, some behave as older adults while others behave almost as teenagers. Three year olds have a repertory of behavior that is predictable, and 37 year olds vary to a much greater degree but are far more predictable than are 70 year olds.[2]

The Western Heritage

In his book, which is now a classic, Why Survive? On Being Old in America, Robert N. Butler, Director of the National Institute on Aging and an eloquent spokesman for the aged, poses a provocative question in the first line of his first chapter. He asks, "What is it like to be old in America?" The remainder of the chapter is a vivid answer to the question as Butler explores the myths and stereotypes that have led to the painful, demeaning prejudices and injustices against the aged in our society.[3] But these myths that are actually evidences of the public's dread of aging and its aversion to the old did not spring up on its own and without precedence. They accumulated over the centuries from millions of causes. Furthermore, as with other cultural attitudes, these prejudices insinuated themselves, in part, into societal attitudes toward the elderly.

As with most of America's strong social credos, the myth of associating old age with irreversible physiological disorders as a natural process were of Greco-Roman origin. The association traveled

through medieval Europe and were transported across the Atlantic as part of the new nation's heritage. An unpublished paper by Burton P. Halpert gives insight into the history of old age as an organic etiology by tracing the origin, development, and reasons for the perpetuation of the concept of "senility." The author found that medical writings of the early Greeks and Romans were greatly influenced by their fascination with youth, beauty, and perfection.[4] Thus, they used these attributes in passing judgement on the aged and used terms of degradation in writing of the aging process. Pythagoras, Hippocrates, Plato, and Aristotle decried the loss of cognitive functioning through aging. The Romans continued the pathological view of old age and the Stoics even recommended that older people commit suicide because of the uselessness of their lives.

Cicero introduced the term and the concept "senili stultitis" (senile disability), which was thereafter misintepreted through the centuries and still persists, confusing diagnoses of curable illnesses in aged people, and consigning them unnecessarily to mental institutions. Cicero argued that the deterioration of the brain was the result of characteric disorder and as such was reversible. The perspective of organic etiology and poor prognosis took over in the writings of subsequent major medical figures. "Senilis stultitis" became "senile insanity," "dotage," and the "calamity of old age."

Throughout the middle ages and into the 18th and 19th centuries old age was accepted as a pathological process, and although the 19th century saw greater intensification of research on mental disorders, very little change was made in the concept of mental deterioration as a natural process of aging.

The New Country and the Aged

W. Andrew Achenbaum presents rather surprising information as a result of his research into American attitudes toward aging. In his well-documented history entitled Old Age in the New Land: The American Experience Since 1790, the author reports that although the traditional

attitudes toward the physiological aspects of aging were accepted by early Americans, it is only contemporary Americans who express negative attitudes about the functions and values of age.[5] Even though early Americans were indeed youthful, the median age being 14, they defined the older person's role and place in society and, as proposed by Achenbaum, would be appalled to find that today's society commonly describes the elderly as roleless, unproductive, and headed toward disengagement from life. Between the Revolutionary and Civil Wars, Americans regarded the contributions of each age group as indispensable to the infant republic. In writings, dialogues, and speeches, the old were valued as shapers of the cultural and social life of the new nation. Early Americans also appreciated the prospects of attaining a "ripe old age" (although that age was attained far earlier than it is now) and afforded their elders respect for living a long and fruitful life. Further, the elderly were the guardians of virtue, the givers of counsel, and, due to their experience and wisdom, were trainers of farmers.

Achenbaum interprets changes in the social image of older Americans as identical to the process in other societies. He contends that values and attitudes of a society are responsive to economic, circumstantial, and systematic conditions prevailaing in that culture at any given historical period. Old age, he declares, became a national problem in the United States between World War I and World War II, as a direct extension of reaction to the industrial revolution which preceded the period, and as a reaction to the data gathered by scientists, demographers, and others, which verified negative ideas about the elderly that had emerged during the changeover from an agrarian to an industrial nation. In other words, the skills of the aged did not conform to the needs of the post-agrarian society. Legislation, mandatory retirement, and social security grew out of society's assessment of the value of older people's skills and contributions.

Achenbaum's interpretations are consonant with Margaret Mead's anthropological perspectives as expressed in Culture and Commitment. She suggests that we have shifted from a "postfigurative culture"--one in which the young learn from the old--to one that is "cofigurative"--that is, one in which both adults and children learn chiefly from their peers. She states that the next stage, already emerging, will be the "prefigurative" culture in which the old learn from the young.[6] In a postfigurative culture, the past (tradition) dominated the present; in a prefigurative culture, the future dominates the present; therefore, those who want to understand the future will turn to the young, for their attitudes and behavior suggest the shape of the future.

Through his examination of the social and political history of aging in America, Achenbaum succeeds in developing a perceptive view of the sensitivity of values and attitudes to social forces. The book should provide gerontologists with foresight in finding solutions to problems of the aged in the future.

Today's Changing Attitudes and the Implications

Growing old in a country that has, for years, defied the young, is a complicated and socially humiliating process. But, in view of the demographic trends that are now taking place, through sheer numbers, older voices may now be heard, and as a result some of the problems associated with social attitudes show signs of clearing in the future. Some of the myths are now being dispelled. For example, contrary to popular opinion, only 5 percent of the 23 million Americans are confined to nursing homes and institutions, and only 10 percent more, experts say, ought to be. Most senior citizens do not move to Florida--or to any of the other places that they are reputed to move in great numbers. Only 5 percent of the population goes elsewhere after retirement. Most old people are not poor and neglected. The percentage of older Americans living below the poverty line has dropped from 25 percent in 1969 to 16 percent in 1974. Medicare and medicaid have substantially

eased the financial burdens of health care for the elderly, ensuring that they can withstand even serious illness without losing their life savings and everything else they own.

Through Congressional action, the media, and other means many additional examples of the demythologizing of aging exist. Talented writers, sophisticated spokespersons, and organizations of senior citizens are bringing about a revolution. To illustrate a few: Author Alex Comfort has removed the taboo that society placed on companionship and sexuality among the elderly; the Federal Older Americans Act now has 2,000 elderly people performing work as homemakers, teacher aides, and other fulfilling tasks; and community service programs are now experimenting with alternative living arrangements for older people. Gradually, America, so long obsessed with youth, is beginning to discover the needs and challenges of the later years. The fact that the population is growing older means that even more must be done. The implications of this mandate are manifold and are particularly relevant where training is concerned. Some of the ramifications of these social trends on training are explored in the models that follow.

Older Family Members as Lifelong Learners in the Family Academy

Vivid memories of childhood are often triggered by incidents in later life--such as celebrating a special holiday, moving into a new home, or watching the antics of a pet animal. These reminiscences are really the affective traces of learning experiences that took place during our early years as members of a family. They form the foundation of an individual's personality, and the results have such a complex, cumulative effect that it is difficult if not impossible, to attribute a particular personality characteristic to a specific life event.

We receive our most compelling education from family through a variety of learning experiences that occur during familial interaction. Through such diverse activities as observation, modeling, and conditioning with its elaborate reward system, the family is the most important informal educating institution in the affective domain. Through family we acquire our individuality, our values, beliefs, and our basic behavior patterns. Yet, except for the cognitive aspects of learning, the educative function of family is more often than not overlooked. Ignored to an even greater extent is the functioning of each family member as an educator and a learner throughout the lifespan of the individual within the family. The older family member may often be regarded as an educator in the family, but rarely is the older family member recognized as a learner, who constantly internalizes the lessons learned in life events.

The purpose of this model is to apply the theoretical concept of the family as a major educating institution to the continuing roles of the family's older members--those over 65--as educators and learners within the setting of the family academy as life span learning center. This paper will examine the educator and learner roles of family members in the environment of various family forms by reviewing the concept

of the Family Academy, and by commenting briefly on some of the current literature and studies on the roles of older members within the family. Some discussion will also center on ethnic variations of multigenerational families. Finally, the paper will present vignettes demonstrating interactive shifts in the roles of educator and learner in family situations, and use these as training models.

The family academy is a theoretical concept being developed by Winifred Warnat, and is one of several original constructs based on more than five years of research effort at the Adult Learning Potential Institute. Warnat proposes that the family academy has at its core, the family in all its variations. She contends that all family members participate in continuous learning and educating experiences throughout their life spans, and as a result of these experiences each individual develops values, attitudes, and beliefs. Further, the learning that takes place in the family academy is largely affective and encompasses a person's response and adaptation to the kaleidoscope of his or her life experiences. As Warnat explains, "The mission of the household, that is the family academy, is to nurture and cultivate the individuality and socialization of each family member through the learning process."[1] This mission is accomplished not only in the traditional nuclear family but in a diversity of family types that are finally being recognized as valid rather than as exceptions. These types include the reconstituted family, the no-kin family, the single parent family, the mature family, and multigenerational family.

That people over age 65 and beyond their 90th years are members of family academies is obvious by their presence in different types of families. But questions concerning the way in which older members function in these families are only recently being addressed. Are older people learners as well as educators in the setting of the family academy? If so, what kinds of contributions might be made by the young older person of approximately age 65 through 70? Are these contribtuions different from or similar to the contributions of those aged 75 and over?

Do older people become more socially isolated in families as they age?

It has now become of utmost importance to find answers to such questions and to understand the role of older people in such a significant social institution as the family, because projections show that older people promise to exert influence in the future. Demographic trends indicate that by the year 2010, the baby boomers born during the 1940's will, as they have done throughout their lives, skew the figures of the American population at will. They crowded the schools in the 1950's and 1960's; they will go into retirement in their usual blaze of statistics in the first few years of the twenty-first century, swelling the numbers of the 65-and-over crowd from the 20 million of 1978 to an unprecedented 52 million in 2010. These projections and the present aging of the American population promise that they, as older people, will have greater impact on the social and political institutions of the nation. Further, helped along by nutrition and insights into better mental and physical care, as more people aggregate in the 65 to 70 age group the "younger" that group will become. With a more positive public image, self imposed limitations will not operate according to negative societal expectations.

Due to these demographic population changes, within the past decade, people of 65 years of age and over have become the focus of attention for government in promoting research and legislating action and programs, as well as for studies relating to industry, business, the economy, and as research in the social sciences. An entire field of gerontology has developed, spanning a variety of fields. In order to accommodate the impact of the graying of a nation that has always been so young, research into important and influential institutions, such as the family, must include the role of older people. Changes are beginning to be seen in the literature on family. Indeed the very volume of writing on family and on gerontology is an indication of change.

Much of the present literature on the family as educator is concerned with the education of children by parents. Highly selective

in focus, this literature also concentrates mainly on the nuclear family. In addition, with few exceptions, the literature almost always relates to mother-child interaction--with little or no emphasis on fathers, siblings, or other members of the family. However, important exceptions do exist. One of the most outstanding is The Family As Educator, edited by Hope Jensen Leichter.[2] The book indicates that study of the life span educative function of family has only begun, and it holds great promise as a field for systematic investigation.

A single-purpose focus also seems to exist in studies of older members and their families. The most popular problems for these studies are those that view the family as a source of custodial care for the ill elderly or fragile elderly, and that evaluate the effects of this care on family members. Other popular themes for studies are long-term care for the aged in ethnic families; filial responsibility; families as natural support systems for the elderly; the consequences of institutionalization; the battered elderly; and the aged person's alienation from family. The accumulation of facts and figures on these problems is essential, but it is only recently that attempts are being made to examine intergenerational family exchanges as possible resources for better understanding the role of older people in the family.

New and encouraging trends are also appearing in the form of recent studies concerned with family involvement of older people who do not fit the stereotypical model but who form a significant part of the population that makes up family types of the future. These studies focus on widows, "married widows" (partners who assume a caretaker role due to the chronic illness of the other partner), the never-married older woman, and kin relationships of childless and one-child elderly. Equally as encouraging is the volume of information being made available on the issues, characteristics, and psychosocial patterns of the families of ethnic groups and minorities in the United States. The literature concerned with these families provides a

wealth of resources for study.

Other promising studies dealing with the family as educator are those that examine the relationship of family and friends to life satisfaction and the resolution of intergenerational conflicts in multigenerational families. These investigative studies being conducted by gerontologists in the biological sciences, behaviorial and social sciences and clinical medicine in universities, hospitals and other research centers, are prompting further research into the highly individual and diverse experiences of older people and their relationships with their families. They promise a broader base from which older people can be viewed as members of the family actively engaged in the learning and educative functions of the family academy.

The effectiveness of the instruction that takes place in the family academy is illustrated by the high surivival level of ethnic and cultural life styles, customs, rituals, religious and racial values and mores among minorities and cultural groups in America. Nowhere is the educator role of older family members in the family academy more obvious than it is in the thoroughness with which these affective attributes are learned by the younger members. Likewise, the learner role of older family members is evident in these social groups as they struggle to accommodate in a new country. Indeed, ethnic and racial identities remain so constant that America, peopled mainly by immigrants, is now recognized not as a melting pot, but as a nation of ethnic pluralism where ethnic groups value their particular culture. With the resurgence in ethnic identification, and the most recent influx of immigrants, highly distinctive life styles have developed in America and the nation's early twentieth century urge toward achieving a homogeneous population has given way to a broader acceptance of difference.

In multigenerational families, the cultural past of a family, the interaction between generations in the present, and the potentials for future generations are all a part of the curriculum in the family

academy. Older family members play as vital a role as the younger ones in the process of learning and educating that occurs in this curriculum concerned with the past, present, and future of a family. Studies have shown that acculturation in the ethnic family academy has resulted in major statistical deviations from the norm of Americanized life patterns. Several examples follow:

The Japanese American Family. One of the most outstanding characteristics of the Japanese American family is the strong emphasis on family solidarity.[3] Extended families of this ethnic group often include in-law relationships as well as grandparents. Their families are intact, social units, depending upon themselves for socialization. Their rates of separation and divorce are far below the national norm for other Americans. Older family members play a vital role in the family unit, not only as repositories of knowledge concerning the background of the family, but also as role models for the youngest members of the family. These families consistently emphasize quietness, conformity, high achievement, integrity, honesty, and good citizenship.

The consensus among scholars who have studied these families is that their values are so compatible with the ideal middle class American family values that assimilation of the traditional Japanese American family into the mainstream is easy, despite their high ethnic visibility. Further, the strong family relationships, the tradition of filial continuity and multigenerational families plus the characteristic ambition toward upward mobility while retaining respect for their ethnic culture, provide an environment that facilitates lifelong learning and educating among all family members.[4]

The Black American Family. To date much of the research on black American families has not recognized class structure and the significant differences in life styles from lower to middle class. Focus in research has often been on problems rather than on life styles. Hence, unstable family relationships, early sexual involvement, and a high incidence of unmarried motherhood typically characterize the behavior of black American families and are often cited as conclusions.

It is also noted in these studies that older family members play a vital role as custodians of the children, and provide a stabilizing influence on the family as a whole. A strong sense of filial responsbilitiy is also a characteristic noted, and younger members frequently play caretaking roles for elderly relatives. In addition these families are found to be matriarchal, dependent upon white society for support, and incapable of transmitting attitudes of good citizenship.

As traditional victims of racism, poverty, and high visibility with its attendant isolation from the mainstream, many lower class American black families fit this description. The stereotype is, however, a myth. Statistics on income level, housing, and educational achievement show that more and more black families have surmounted social difficulties and now belong to the middle class and have general variations of American middle class values and attitudes. In these upwardly mobile families both parents are often wage-earners and education is usually regarded as the key to better opportunities and salaries. Statistical evidence shows that between 1950 and the 1960 census multigenerational families had diminished in number by 18 percent. Communication between the generations is frequently blocked in many of these families by the comparative conservatism of older members vs the radicalism of younger members, who are bent on rediscovering their African roots.[5]

The above are two examples that illustrate the strong educative influence of older family members in transmitting ethnic and cultural values, attitudes, and patterns to younger members. This is true, of course, not only in ethnic families but in families of all types. The influence of these older members often provides affective bases for the development of younger members, and simultaneously, to the development of the older members themselves.

Through their repertory of roles, throughout their life span, family members of all ages assume (or do not assume) appropriate

responsibilities, expectations, skills. Modeling and interaction between members promote exchanges that educate, thus enabling a great-grandmother to learn from an infant. Older family members learn to become what their roles indicate. They learn to adjust their simultaneous roles--such as that of mother-in-law, grandmother, mother--to behavior that achieves the balance they desire. Life events such as protracted illness or divorce or the death of a key member, become an educating learning experience, often necessitating a drastic change in roles, perhaps from that of breadwinner to dependent. Further, these life events influence the total communication of a family, including role modeling, attitudes, and expectancies.

Communication in its broadest sense, that is, the interactive sharing of an experience, can be used as a key to understanding the educating and learning that goes on constantly in the family academy. For purposes of illustrating and analyzing the type of interaction between family members through which shifts between being learner then educator occur in the life span learning curriculum of the family academy, the following three anecdotal skits have been created as models that will be discussed from the standpoint of the family academy. The anecdotes are based on selected concepts, research results, and descriptions from literature concerned with family and older members.[6]

First Situation: The Multigenerational Family. Note: ninety-five percent of the elderly live by themselves or as members of multigenerational families.

Scene: Mrs. Brown is chronically ill, bed-ridden, sometimes incontinent. For the past five years she has been living with her son, who is 46, and his family--his 40 year old wife, Jean, and their two children, a boy of 17 and a girl of 13. Her son, the major wage-earner, is a business executive. Jean, a free-lance writer whose office is at home, was just beginning to realize success in her career when Mrs. Brown,

suffering from a broken hip that would not mend, came to live with them. Since then, mounting expenses, including hospital bills have undermined the financial security of the family.

Dialogue in the Family Academy:

Jean: (Entering Mrs. Brown's bedroom with a breakfast tray) Mama? Mama, are you awake?

(Mrs. Brown pretends to be asleep).

Jean: (With a hint of exasperation in her voice) Come on Mama. I can see you're not asleep. It's breakfast time.

(Mrs. Brown moans)

Jean: (Setting down the tray) What's the matter, dear? Are you in pain again?

Mrs. Brown: (In a tiny, trembling voice) Just...go...'way. I don't want any breakfast.

Jean: (Becoming suspicious) Mama! I know what you're doing. You're trying to hide something. Did you mess up the bed again? (Throws covers back) Oh, No! Mama, how could you? What a way to start the morning. All you had to do was ring the bell and one of the children would have helped you. (Then going completely out of control) I don't know how much more of this I can take. After all, you aren't even my mother. Why should I -----

Mrs. Brown: (Looking far away and almost happy) You know, Jeanie. I wish you could have known me before all of this. Why, I was pretty as a picture, and so petite! . Oh, I had so many things I wanted to do, and I did a lot of them. Let me tell you about...

Jean: (Very kindly and with some resignation in her voice) I know,

Mama. I know. This is a trying period for you, too. But we'll manage, won't we? (Helps her out of bed and into a wheel chair. Starts changing the linen.)

Mrs. Brown: (Ignoring the question) I used to be able to clean a room this size in about twenty minutes.

Discussion of Educating and Learning That Took Place

The communication exchange between Mrs. Brown and Jean demonstrates a complex learning and educating situation in this family academy. Jean, frustrated by the interruption to her career is experiencing a three-way pull, as described in You and Your Aging Parent.[7] She is trying to be a wife and mother, handle a budding career, and help her mother-in-law. The demands of caretaking confuse her roles. Her visual and auditory communication in this scene indicates that she is learning to cope with this confusion. It also indicates that she has learned to interpret the behavior of her mother-in-law and is trying to teach her to cope with the situation. It might be interesting to note here that Jean's understanding of the older woman's problems is unusual but not unrealistic. According to a survey by the National Council on Aging, a great gap exists between the feelings of the younger person about the aged, and the perceptions of the aged about themselves.

Mrs. Brown is learning to adjust to a very different, new role from her previous ones. She resorts to avoidance and the past in her attempts to relieve the humiliation of the present. According to research, it is usual for the wife to serve as caretaker, even though the invalid is an in-law. Further evidence of cultural role-playing is that it is likely Mrs. Brown would feel even keener embarassment if her son were her caretaker. She obviously does not want her grandchildren to see her in this helpless role, since it differs so drastically from her previous one. Remembering herself as an active person, she has not yet learned to accept her seemingly helpless condition. Indeed, she is experiencing a role reversal and since her life pattern of pride and self-respect interferes with acceptance, she will either have to unlearn her previous role or find some other way to accomodate to the

realities of her present one.

Second Situation: The No-Kin Family. This is a surrogate family that the single person, who has no relatives or close kin, assumes membership in.

Scene:

Priscilla Bierbotham had been an old maid ever since she could remember. It often seemed to her that she was born one, although she knew that the real reason she had never married is that she was too uncomfortably shy to talk to men -- or to women either, for that matter. And so she worked as an accountant in a drug store and read a dozen paperback novels a week. Now at age 66 she wished desperately that she could lose her identity and suddenly become someone beautiful and important and attractive to men, women, and even children.

One bright Spring day she was seized with the desire to do something daring. So she did! She called the drug store, told them she was ill--an obvious fib because she never felt better in her life--and she went out and sat in the park in the sunlight, on a bench, near a fountain, under a flowering tree, among the pigeons. And she waited for she knew not what. Soon it came along in the form of a little child about five.

Dialogue in the Family Academy:

Girl: Hi!

Priscilla: (Unusually flippant, and using a line from one of her novels) Hi, yourself!

Girl: You're a pretty lady.

Priscilla: (With genuine surprise) I am?

Girl: I'll say you are. (Then climbing on the bench beside her) Will you read to me?

Priscilla: (Somewhat flustered but flattered) Why, y--yes. (Takes book from girl and begins to read fairy story aloud.) (A man's voice is heard calling in the distance.)

Man: Ronnie! Ronnie!

Girl: Ssshhhh! That's Grampa. Let's hide.

Priscilla: (Caught up in the child's excitement) Yes. Let's. (They hide behind a statue.)

Grampa: (Searching) O.K. I give up. Come out, come out, wherever you are. (Priscilla and girl start laughing excitedly. In attempting to jump from statue, they both fall into the fountain.)

Grampa: (With some concern) Well. What a lovely friend have you found for us, Ronnie? But look. You're both soaking wet. (To Priscilla) Look, we live right across the street. Come on and let's get you both dry.

And that's how Priscilla Bierbotham found her no-kin family.

Discussion

Priscilla had learned an excitement for life from her many novels, although she had been passive. The excitement of deciding to do something daring communicated itself by her face and demeanor. Like a chain reaction her affect caused a like response in the child, which generated yet more excitement and pleasure in Priscilla. By the time Grampa came along she had learned to be an exciting person. His seeing her in that role promised that she would probably learn to maintain it subsequently.

The child was obviously well tutored in trust, love, and candor. She taught Priscilla how to let her excitement flow.

Third Situation: The Mature Family

Scene: Tom and Eva were a model couple--the veritable pillars of the community, who attended church every Sunday, Tom a little uncomfortable in his Sunday shoes, slightly bored, and obviously tagging along because Eva had long ago cajoled him away from other Sunday pursuits with threats from heaven concerning his eventual fiery end if he did not go to church.

Eva kept a spotless house, was a little dowdy herself, but was a cook par excellence, raised their four kids, looked after Tom, three neighbor children, an assortment of newsboys and grocer boys, and raised a flower garden that attracted visitors every Spring. Yet she bragged that Tom had never let her work a day in her life. Then one day, after forty-five years of marriage, Tom retired. Long habits of routine were disrupted for both of them. Tom's smelly pipe became a constant monster, belching smoke everywhere. She was self-conscious about his seeing her soap-opera habits, and so forth, ad infinitum.

Dialogue in the Family Academy

Tom: (Looking through the door of the den) Humph!

Eva: (Who had been deeply involved in her first soap opera of the morning, jumps in surprise) What--what's wrong? Did you lose something?

Tom: Yes. I did. I have lost you.

Eva: What foolishness are you talking now, old man? Every time I turn around these days you're doing something strange.

Tom: Then it's worse than I expected. You've lost something, too. You've lost me.

Eva: Tom, are you getting head-queer?

Tom: No my head is clear for the first time in years. We are losing each other.

Eva: (Getting absorbed surreptitiously in the next soap opera in spite of herself)

Tom: (Gets her attention as he grabs her somewhat clumsily and kisses her)

Eva: (Pushing away from him.) What's wrong with you, old man? Do you think you're 25 again?

Tom: No. I know I am 70. But why die about it?

Eva: (Getting interested--and beginning to think about some of the pretty gowns she thought she had put away for life) (Then, coyly) Tom, you old roué. Come on.
(They go up the stairs together holding hands. They embrace in the bedroom.)

Eva: What's the matter? You change your mind?

Tom: No. But the news travels slowly.
(Both laugh.)

Discussion

Tom communicated a realization that he did not have to behave as people expected him to. He had probably been mulling it over for quite some time because his approach was direct. He had learned that being 70 years of age and retired did not mean the end of enjoying life. Eva had learned her role well and played it to the hilt, doing all the things that it called for. Yet, she responded. They both were willing to extend their roles.

Their laughter showed a willingness to learn.

In reality our knowledge of American families is surprisingly sparse. Characterized by diversity and often complex in its structure and in the changes it undergoes, the family remains one of our most challenging social institutions for study. It is obvious, however, that no matter which form a family takes, the interaction between its members, and the curricula of attitudes, value formation, and cultural and ethnic mores span the past, present and future, making the family the most effective education institution of our society. This training model illustrates that constant curricula which is made up of interactive communication between members.

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CRITICAL ISSUE III: LEISURE

Avoid Future Shock! Leisure Training for Educators

Although leisure was once viewed as an ultimate life goal, it is increasingly becoming an ultimate problem to the individual. The issue is "how to cope with a life that has set man free from the daily struggle for survival but has not taught him to be himself and take advantage of never before existing opportunities."[1] A look at some recent book and article titles reinforces this statement: Threat of Leisure; Problem of Leisure; Leisure in America: Blessing or Curse; This Alien Thing Called Leisure: The Ultimate Sabbath or Hell.

The whole subject of leisure is full of ironies, contradictions, and conflicting points of view. Writers debate the meaning and measurement of leisure. They disagree on how much leisure we actually have or indeed whether or not our free time is leisure. To some, leisure offers unlimited possibilities of a golden age of personal growth and fulfillment; others see it as leading to stagnation, boredom and erosion of values. "We have transformed civilization and our lives to win time and find leisure, but have failed...There is no doubt that Americans have reached a new level of life. Whether it is a good life is another matter. This much is clear: it is life without leisure."[2] Despite these contradictions most writers perceive that profound "socio-technological"[3] changes have altered our society, with the resulting increase of leisure having a significant impact on all our established institutions and values.

"Leisure in all of its aspects...is a startling new dimension that has moved into advanced industrial societies' lives and caused a virtual cultural revolution."[4] The rate of change brought about by rapid scientific and technological developments is seen as the "overwhelming characteristic of the world today";[5] a new phrase, "Future Shock" has entered the national vocabulary.[6] Increasingly, writers look at the leisure phenomenon in terms of the social and technological

changes which have brought a shift in emphasis from work to non-work concerns and a corresponding need to re-think our traditional values.

There is a significant connection between leisure, technology, and values, and Schlesinger highlights this framework for looking at leisure: "Technology, human values and leisure are appropriately connected; for nothing defines our age more than the steady acceleration in the rate of technological change, the consequent production of leisure, and the consequent double strain on traditional habits and values."[7] There has been ample documentation of trends toward an increase in free time over the past century with the average weekly work time decreasing from approximately sixty hours in 1870 to thirty-nine hours in 1970. Bulk periods of free time have become increasingly available with longer weekends, more holidays, longer vacations, earlier retirement, sabbatical leaves, later entry into the work force on the part of young people, and longer life spans. "This convergence of factors will soon produce a phenomenon hitherto unknown to history--a population that will spend more of its life at leisure than at labor."[8] Furthermore, if past trends continue, some social scientists estimate that it will only be a few decades until we approach the point where 2 percent the nation's workers would be able to produce all the goods needed for the entire population.[9]

While there is little agreement on how much leisure time we actually have, over the years there have been a variety of studies attempting to measure and document the ways people use their free time. Useful reviews are found in Neulinger,[10] Parker,[11] and Szalai.[12] In her article, "A National Time-Budget for the Year 2000," Mary Holman predicts that by the year 2000 the amount of discretionary time available in the U.S. may be almost triple that existing at mid-century.[13] (This represents an increase in leisure from about 453 billion hours in 1950 to 1112 billion in 2000 with the greatest proportional gain in longer vacations which she predicts may be about thirty-four working days a year.) In their look into the leisure society of 2000 A.D., Kahn and Weiner predict three day weekends plus a thirteen-week yearly vacation, which, added to the ten legal holidays, gives 218 days off each

year as compared to only 147 on the job.

However, theories of increased leisure are sharply disputed by other authors who feel that gains in leisure are exaggerated due to a confusion of leisure with free time. In fact, estimates of annual and lifetime leisure suggest that the skilled urban worker may only have regained the position of his thirteenth century counterpart.

In a recent analysis of trends of workweeks and leisure, John Owen says employed American adults have had no net gain in their leisure time in thirty years.[15] In terms of the future, three different scenarios of patterns of work and leisure are presented by Dennis Johnston: one in which working times are gradually reduced over the next twenty-five years, one in which hours are sharply cut within the next five to ten years, and one in which no significant reduction in working times takes place.[16]

The studies continue, and the growth of leisure and its impact on life style is documented by a major U.S. Department of Commerce report showing that in the last decade urban Americans have markedly altered their life styles--working less, spending less time on family matters and devoting themselves more to leisure.[17] Most of the free time is spent on the media (between 30 and 50 percent) with TV viewing the most popular. Estimates are that all leisure spending may well be in excess of $200 billion annually.

There is little agreement on the actual definition of leisure. Scholars seeking to define leisure often get lost in semantic problems. The term "leisure" is very much like the term "intelligence" notes Neulinger. "Everybody uses it but hardly any one can agree on what it means."[18] A major difficulty lies in the broad based nature of leisure which involves almost all personal and social institutions. For the individual, leisure represents a part of each person's total life experience. "It is subject to all of the forces, personal or environmental, impinging on the individual and, in turn, it leaves its mark on the individual's life style."[19] For society, leisure "affects every institutional setting, be it the family, religion, government,

education or the economy."[20] Kaplan says it is difficult to conceptualize leisure because it is so integral and related to work, human values, class divisions, family life, and the elusive concept of "quality of life." He says, "One's leisure, in the end, is his choice of life."[21]

The quality of life is frequently cited as a reason for taking a closer look at leisure. Work hours have been cut, labor saving devices relieve much of the drudgery of housework, widespread affluence enables people to travel and take part in a variety of leisure activities once reserved for the wealthy. But something seems missing. Americans seem to be unhappy, alienated, and groping for meaning in life. The vague, uneasy feeling that something has disappeared from the quality of life gets to the heart of the discussion on leisure. For once we have looked at all the different approaches, it becomes clear that the real issues are those of values. Bennett Berger refers to this crisis in values as the "problem of leisure."[22]

The crisis in values revolves around a clash between the tradition of the Protestant work ethic and the realities of leisure in the post-industrial society. "The glorification of work in the Protestant ethic has produced for most people a residual feeling of guilt toward the enjoyment of leisure...Traditional ideas founded in an era of industrial expansion involved values and beliefs which are inappropriate to the spread of leisure, which threatens to overtake work as the central focus for contemporary American society."[23] Psychiatrist Alexander Reid Martin writes, "We are crossing the threshold of a totally new world, equipped with an obsolete philosophy. To gain a clear notion of leisure, we must begin by understanding and setting aside our prejudices that come from overvaluing the world of work."[24]

An indication of how leisure has permeated our personal lives and our social institutions is shown by the broad based nature of writing on the subject. While leisure research has traditionally been the domain of the sociologists, today it is a subject of scholarly inquiry reaching across a broad spectrum encompassing all the social

sciences. In pursuing their inquiries into leisure, scholars do not overlook the immediate pressing social problems of poverty, inadequate living standards, and associated problems of inadequate health care, housing, education, environmental concerns, etc. However, there are enough social indicators pointing to the effects of increased leisure on our values, and life styles to warrant taking a closer look at how this change affects us today and its potential for the future.

Sociologists attempt to relate leisure phenomena to those of the rest of life and of the social structure. They have examined the amounts of time available for leisure, group differences in utilization of leisure, and changes in values and life styles which appear along with changes in leisure patterns. Psychologists are more concerned with the dynamics of individual behavior and look at the functions leisure performs in a framework of motivation and self-concept. Historians, looking at leisure, go back to ancient Greece and Rome for insights on the early conceptions of leisure and its development through the ages. Social anthropologists look at the role of leisure in other cultures; philosophers and religious leaders interested in values and quality of life look at leisure in terms of its impact on the individual and society. Economists are interested in the effects of increasing leisure on supply and demand of leisure goods and services, spending patterns, alternative leisure activities, and income distribution. Those who take a human resources approach acknowledge the importance of leisure when looking at new patterns of work including alternative plans for work, education, and leisure. Educators are concerned with leisure both in terms of specific preparation for leisure and long term approaches on the role of education in a society increasingly geared to leisure rather than work.

What is it about leisure that has absorbed the attention of such a variety of people? First of all, it is an elusive concept to study, define, or measure. In the context of adult learning potential there are strong linkages between leisure, learning, and training. What are the theoretical concepts linking leisure and adult learning?

What is the impact of leisure on the adult's capacity for learning within the total learning environment? How does leisure effect the adult's strategies for learning? What functions does leisure provide for the individual and how do they effect the adult as learner, taking into account stress, attitudes, and available resources? What are the social forces involved in leisure and how do they effect the adult learner?

In terms of training, options exist from the point of view of the learner and the teacher. How is the individual being prepared for a life in which increased leisure becomes a significant factor? How are institutions meeting the social and cultural challenge of a leisure based society? And how are teachers being trained to work with adults in this framework? How are leisure values being taught to the teacher and the learner? The models in training that follow address the spirit and intent of those questions.

Model 1: Futures as a Requirement for Trainers

Discussions of attitude change, a re-thinking of educational goals, possible new patterns of education, a new clientele for lifelong learning, all lead to the subject of training. How will the adults -- those working with other adults, and with children -- be prepared to meet these changes? The issues encompass new foci for teacher training involving methodology, approach, attitudes,and values. Underlying much of this dicussion is a major new focus in looking at training needs with a "future perspective." The impact of leisure is of particular interest in studying the future and becomes significant in the framework of this training model which views adult learning through the leisure lens.

Business organizations have long been involved in studying future trends for economic forecasting; they are becoming increasingly involved in studying the future social and political trends -- including demographics and value systems. Business Week recently documented some innovative corporate activities setting up systems to monitor, forecast, and react to social change.[25] Educators, too, are becoming more sensitive to the study of the future. The activities of the Education Section of the World Future Society is one example of this perspective. The impact and rapidity of social change means that educators will have to be trained as futurists, and many theorists suggest that one of the main areas of pre-service and inservice training should be to help teachers keep up with trends for the future. "Education personnel should be the people who know what the changes are likely to be, have the skills in moving sensibly toward the future, and have a vision of what that future can and should be."[26] The relevance of studying and understanding the future is underscored by educators and futurists alike, and the theme of Alvin Toffler's Learning for Tomorrow succinctly states the case for a future perspective in teacher training: "All education springs from images of the future and all education creates images of the future."[27]

The concept of monitoring trends as a way to influence the future as well as prepare one's self for the future is an important concept in the thinking of many writers. Emphasizing his belief that "responding to change and creating change are both possible," Hiemstra says a basic requirement is a constant study of the future in order to have the best information for planning.[28] In this context he cites the growth of leisure as a major trend affecting American society with significant implications for education. He feels that understanding this leisure trend should be a major aspect of teacher training.

Teachers will need this understanding both in terms of their own roles and in terms of preparation of their students.

> Education personnel will find that one of the keys to their effectiveness will be their ability to be futurists of vision and vigor. Being futurists, educators in elementary, secondary, and collegiate settings will be protected from professional future shock.[29]

College students themselves are aware of their needs for leisure preparation in terms of the future. A study of college students' conception of leisure in the future indicated that both young men and women expect leisure time to increase and they see society as having the major responsibility in preparing them for this change. This study has a significant bearing on leisure education and the importance of orienting it to the future.

Awareness of the nature of the post-industrial society -- with the changing needs of the work place and the impact of increased leisure -- will mean that teachers will have an important responsibility of helping the young to become wise users of time, for constructive recreation, culture, community activities, and intellectual growth.

Awareness of the ties between leisure and learning -- as functions of self identity and self actualization -- underscores several areas for renewed emphasis in teacher training. These include interpersonal communication skills, value clarification, and self identity activities. The increase of people returning to school for reasons of self actualization means that there will be increasing attention toward interpersonal communication skills, values clarification, and self identity activities. This will require changes in basic attitudes and skills possessed by educators working with adults. Hiemstra writes:

> To enhance the development of people's potential, it is suggested that many of the basic attitudes and skills possessed by the educators towards learners and the learning process must change. The idea of dispensing preestablished knowledge to a vacuum in the form of a student will need to be supplemented...by a cooperative relationship between the learner and the teacher in a mutual process of problem solving, self-discovery, and just plain learning how to learn.[30]

Value clarification -- as a personal process and a process in working with children and youth -- will also be an important area in teacher training, stressing the need for educators to look at themselves as adults in terms of their own needs -- realizing the role of leisure in their lives.

Actual training for leisure professionals is a burgeoning field in higher education. American colleges and universities began to develop curricula in the field of recreation and park administration in the late 1930's. By 1978 there were more than 380 colleges offering majors in leisure studies.

One of the problems in looking at the professional field of recreation, is that professionals have assumed such a wide variety of roles that they still have no clearly defined image -- either to the public or among themselves. Most professional programs originated as part of departments of schools of health, physical education and recreation and still have this orientation; other professionals were trained in the social work field or in park management. The professional organizations are concerned with upgrading the curricula and establishing standards for accreditation; this process is now underway with the first group of accredited programs announced.

Many writers see the need to view programs on leisure studies in a broad, multi-disciplinary framework. Noting that recreation curricula have traditionally emphasized pragmatic and utilitarian material, they suggest rethinking this approach in light of the meaning of leisure in contemporary society. Others in the field have also stressed the responsibility of leisure professionals to join with educators, planners and philosophers to promote the values inherent in leisure and educate future populations toward "leisure literacy."

Calls to widen the scope of leisure training reflect the broad view many leisure professionals take of their field. They realize that leisure is a lifetime concern and that people should be encouraged to develop their capacities to utilize leisure creatively throughout life. The development of leisure counseling is recognition of this point of view, and for this reason is an important area in the discussion of leisure -- both in conceptual terms and in relation to training.

Model 2: Emerging Needs for Training

In looking at the implications of leisure in terms of shifting values, the pivotal role of education is clear. Erich Fromm has written, "The salvation of any people rests with their ability to *desire* those things which environmental factors *require*."[31] This is the case with leisure.

Many writers have noted the critical role of education in terms of a process of re-valuing. The role of education as an agent of change throughout the lifespan is stressed. They express the need to educate toward the respectablility of leisure itself so that free time may be socially acceptable and individually rewarding; others view the future as belonging not only to the educated person, but to the person who is educated to use his or her leisure wisely. The wise use of leisure promises the exciting possibility of a new era of leisure which could become a "learning society." Yet, when we look at preparation for this future, serious questions arise with many wondering what, if anything, is being done, or indeed, if we even know what should be done. Some believe that we are on the threshold of a leisure soeicty but we have almost no conception of training people for this new dimension in human life. Fabun states the problem clearly:

> What happens when, as some have predicted, two percent of the American population is employed in producing the necessities of life, and 98 percent is not? How, indeed, can we hope to live meaningful lives in an 'economy of abundance'? The tragedy is not, as some seem to believe, that this way of life may come about well within our lifetimes; the tragedy is that, knowing this, we are doing little or nothing to prepare ourselves or the younger generation to cope with it.[32]

As educators find themselves in the midst of a social revolution in which leisure is "both a source and a product," they are trying to adjust to the impact of these changes. They are looking at basic questions such as the function of education in the light of rapid social change and future needs, new patterns of education which could affect the accepted time frame for schooling, new methods of

teaching and teacher training geared to working with a different type of student with a new outlook on society, and the kinds of curriculum changes needed for an altered society.

If, as many believe, there is a new ethic taking shape which is not work oriented but leisure oriented, what is the meaning of this ethic and how are schools responding to this new leisure dimension in society?

Model 3: Leisure Counseling

In terms of training, leisure counseling is emerging as one of the fastest growing and rapidly expanding services in the professional arena. It has a general goal of assisting individuals to enhance their participation in activities during their leisure time and achieve greater satisfaction and meaning from their involvements. It seeks to help adults maximize their personal development through their leisure. This new area has great potential for adults in terms of identification of needs and interests in addition to delivery of services. However, it also has the potential for abuse and exploitation.

Leisure counseling dates back less than 20 years and was first mentioned in the literature of the late 1950's and early 1960's in connection with the concept of rehabilitation. Leisure counseling has now expanded from therapeutic settings to a more generalized application in a variety of public and private agencies. Individuals participating may be in the mainstream, institutionalized, or part of special or sheltered populations.

Programs on leisure counseling have been identified by the National Recreation and Park Association in at least 150 institutions ranging from veterans hospitals to juvenile detention centers to services provided by the city. In Milwaukee, for example, computer aided leisure counseling services are offered by the city through the public schools as well as the Division of Municipal Recreation and Adult Education.

Researchers report a phenomenal rise of interest in leisure counseling over the past five to ten years. This is not restricted to leisure professionals, but is reflected in other disciplines such as vocational counseling, social work, psychology and psychiatry. An increasing number of books on leisure counseling are available and professional journals reflect this interest with articles appearing in publications including Therapeutic Recreation Journal, Rehabilitation Literature, Exceptional Children, Mental Hygiene, Leisure Today, Personnel and Guidance Journal, Journal of Leisure Research, to name a few. A useful bibliography is found in Perspectives of Leisure Counseling, edited by Compton and Goldstein.[33] A major impetus for leisure counseling comes from the academic world where recreation departments have long been part of the curriculum. More than 380 colleges offer majors in leisure studies and of these, more than 100 offer courses in leisure counseling. There are also profitable private leisure counseling agencies.

What is this movement that seems to be catching on from the professional arena to the popular culture? Leisure counseling -- also known as recreational counseling, avocational counseling, leisure inventory, and life planning -- covers a variety of definitions, concepts, and implementation strategies. The scope of leisure counseling is broad, ranging from a "limited approach to total life planning." To some, leisure counseling implies surveying leisure interests and sharing information regarding existing recreation programs; to others it implies education and the learning of specific leisure skills. In a broader context it may imply exploration of personal feelings, values and life styles. Whatever the approach, it appears that leisure counseling implies a helping process. This helping process has an important place in any consideration of the interrelationship between adult learning, training, and leisure. The goals of leisure counseling -- involving realization of personal values and attitudes, gaining self-confidence, acquisition of specific skills -- are closely allied with the goals of education, and, as mentioned earlier, of particular significance in adult learning.

At the outset it is important to emphasize the broad potential of leisure counseling. It should not be thought of as a luxury only for the affluent.

> Understood as helping people achieve self-actualization and enhancement, it is most needed by the underprivileged in our society...leisure counseling not only involves making people aware of what the good life is, but it includes helping and enabling them to live it.[34]

Leisure counseling is not a program, it is a process using techniques gathered from the varied methodologies of the counseling profession. Its goal is to help clarify and establish values and attitudes which allow the individual to develop independent meaningful leisure behaviors. Gunn's definition of this process is useful. She says leisure counseling is a

> ...helping process utilizing verbal facilitation techniques to promote and increase self-awareness; awareness of leisure attitudes, and values, and feelings; and the development of decision-making and problem solving skills related to leisure participation with self, others, and environmental factors.[35]

There are several issues to be looked at in reviewing the status of leisure counseling. These involve the theory and philosophy of leisure counseling, the practice of leisure counseling, and the question of professional preparation. Just as there is no single unified theory of leisure, there is no unified theory of leisure counseling. Leisure counseling developed from and is linked to education, counseling and psychotherapy. Some writers highlight the variety of philosophies and practices in the field. Leisure counseling programs currently being offered range from identification of interests and dissemination of information about activities to the provision of full service leisure counseling programs.

Summarizing the values of leisure counseling McDowell writes:

> Perhaps, above anything else, leisure counseling has allowed leisure professionals to listen to people and their expressed needs. Some people need to develop coping means for leisure-related behavior problems. Others need to explore leisure within a holistic life-

> style perspective. Varying numbers of people are satisfied with consuming resources. And some need the leisure related skills to pursue leisure or alleviate leisure-related problems.[36]

With the increasingly widespread awareness of problems and opportunities related to leisure, it is not surprising that the need for leisure counseling is becoming more apparent. This, of course, highlights the need for trained personnel, and issues regarding the nature and amount of training are subjects of increasing debate.

An editorial in Park and Recreation Magazine, the publication of the National Parks and Recreation Association, recently voiced concern about the phenomenal growth of leisure counseling and attendant public attention in the media.[37] The writer expressed the fear of a bandwagon movement attracting people out to "make a quick buck" without adequate training.

Several writers in the field feel the majority of leisure curricula in colleges and universitites are not adequately preparing professionals for their role. While there are a growing number of courses in leisure counseling, there are few programs specifically concerned with professional preparation in the field. In fact, Hayes says the field is still so new that there are still no clear data indicating the most appropriate training. However, there is general agreement that training should include knowledge about leisure. And study of values and attitudes toward leisure are, of course, critical.

The growth of leisure counseling has spawned rapid development of tools designed to measure leisure interests and attitudes to assist individuals in choosing leisure activities. Writers make a convincing case for the diverse elements in the adult population who could benefit from leisure resource guidance services -- people new to a community, retired people, people in transition, housewives, college students. However, many professionals in the field are worried about the adequacy of leisure counseling tools and the use to which they are being put. Some are calling for the establishment of higher professional standards and guidelines for use and development of various tests.

In addition to the question of methodology, however, some leisure professionals raise more serious ethical and moral questions regarding leisure counseling. One of the issues revolves around values and the real difference between "wants" and "needs."

In their discussion of the adequacy of assessment tools, some researchers say it is not clear whether interest finders are measuring "wants," "needs," or "interests"; they stress the importance of differentiating between these terms. In a useful review of the concepts, they say "wants" (culturally determined) can be manipulated, thus leading to increased demand, but still not satisfy an (innate) need. This point is underscored by others who say that if one accepts the notion of wants as being culturally determined desires, those involved must insure that interest finders and programs are not artificially spawning wants and engendering interests that are contrary to the needs of clients.

Some interesting research is being done by leisure psychologists looking for links identifying underlying needs which may be satisfied by a variety of leisure activities. If it is demonstrated that certain types of activities meet well-defined psychological and physiological needs of individuals, the implications for delivery of leisure services will be broad, with significant implication for adult learning opportunities. Thus, it is clear that the issues involved in leisure counseling are broader than the adequacy of the tools of assessment. Thoughtful writers are concerned with questions regarding personal and social values which lie at the heart of all discussions of leisure.

> Giving people lists of addresses or times will not necessarily solve the more subtle and diffuse problems of living in the twentieth century society...The central issue is not method and who should counsel and control, but rather definition of the goal of our enabling efforts.[38]

In thinking about goals, it is worthwhile to note Brightbull's approach:

> If we are to educate for leisure, it will be necessary to change many of our basic values. It will be necessary for us to revise our ideas of what constitutes success in life...We shall have to want more time not to produce and consume more material goods, but rather to live more of life.[39]

Model 4: Leisure Education

Colleges differ in their responses to the challenges posed by the expressed interests of the adult population. A growing number of schools have innovative programs for adults and many educators are in tune with the varied interests and needs of adult students. They feel the education community should be responsive to the varied concerns of adults and they view education in a broad perspective -- as part of a concept of life long human development -- which encompasses many dimensions not traditionally included in the academic sphere. It is within this broader perspective of education that the study of leisure attitudes and needs finds a place.

Despite growth of varied programs for adults, the trend is far from general acceptance. Adult education for the most part is still looked at with indifference, skepticism, and even opposition in most colleges of liberal arts. The avocational, practical, and personal fulfillment dimension of adult interests is often in contrast to what colleges have traditionally perceived as their mission, and there are indications of a substantial discrepancy between what adults want to learn and what colleges offer to teach.

Educators frequently question the propriety of colleges offering the leisure oriented courses that many adults seem to want; the issue of values seems to underly much of their suspicion of leisure. Tracing the history of adult education, enhancement of leisure was insignificant as a motivation for learning before World War II; at that time the work ethic was the dominant value influencing the demand for practical education. The work ethic still has a hold on us, and our suspicion of the place of leisure in adult learning is a carry-over from earlier days.

Harrington retains an ambivalent attitude on the place of leisure oriented courses in higher education.[40] While recommending that institutions of higher education review the suitability of providing recreational activities that can be handled elsewhere, he also says

> No one can deny the need for constructive use of leisure, for recreation and personal adjustment, for career advancement, for cultural improvement of the individual and society, and for wider and more effective participation in community affairs and social action programs. Post-secondary education can help in each of these categories.

Discussion of the implications of leisure in terms of adult learning go beyond questions of the kinds of courses that appeal to adults or the place of these programs in traditional education institutions. Ideas of preparation for leisure, or leisure oriented activities are particularly sensitive in a time when the "market value" of education is a topic of increasing concern.

There is increasing documentation of the growing mismatch between the numbers of highly trained college graduates and their realistic employment prospects. The economy has not been changing rapidly enough to require or to absorb the spectacular increase in the educational level of the workforce; colleges often emphasize the "market value" of education to the detriment of other values. More recent documentation of the plummeting downtrend in the market for college graduates appears in The Over-Educated American.[41]

Warnings come from the government too. Recent studies suggest that a sizeable proportion of college graduates will be employed in occupations which have not traditionally required college training. Federal projections show a prospective surplus of some 1,000,000 college graduates in relation to national needs, and a Joint Economic Committee labor study recently predicted that this glut of graduates will mean relatively few opportunities for new graduates through the year 2000. This new class of highly educated college graduates represents a potentially alienated group because of the skimpy job market for their highly developed skills.

Despite these facts, many writers are concerned about viewing education solely in terms of its "payoff" and feel more basic questions regarding the "intrinsic" value of learning have to be addressed. It is within this framework that consideration of leisure arises. Discussions

of the more fundamental issues of education relate to the interrelationship between work, leisure, and learning -- basically the kind of society we foresee for the future.

It was noted earlier that people adopt different "scenarios" for the future; the position taken will, of course, affect the way they look at the role of education. Some view the role of the schools in terms of a forthcoming society of leisure; others see a future in which work will still be the major activity of people, but in which the role of the school will be changed. Others see the unpredictable nature of the future as the main framework in which to analyze the role of education.

Despite differences in orientation, more and more questions are being raised about the adequacy of the schools' approach in meeting the challenges of the future. One of the basic questions revolves around the role of work, in particular the relationship between work and leisure, and the place of education in this relationship. There are serious questions about the emphasis on "credentials" rather than "education," and more and more writers are stressing the value of a humanistic education as the best preparation for an unpredictable future. For those who believe the future society will be based on increasing amounts of leisure, the basic thrust of schools as preparation for work needs reevaluation. Others stress the importance to educators of conceptualizing the relationship between work and leisure. Green feels the schools are not adequately preparing youth for a leisure age. He warns,

> Unless some current trends in the structure and culture of American schools are reversed or strongly modified, we may find ourselves approaching a leisure society with a system of education that has been increasingly directed toward preparation for a job-oriented society. If that were to happen it would mean that schooling would have become dysfunctional for the purposes of education.[42]

Some futurists reject a scenario of a "leisure society" and forecast an alternative future in which work remains the central human activity. This focus, however, is strongly influenced by the impact

of leisure, and a changed role for the schools is still apparent. The primacy of the job-training functions of education is questioned, over preparation for family life, leisure, and citizenship. Instead of determining the value of higher education in terms of its relationship to work, training should focus on the proper relationship between work, leisure, and learning. Development of human resources involving a liberal education with interdisciplinary preparation for work and leisure becomes the focus of education.

The inclusion of development of leisure skills as a major goal of education, along with preparation for work and citizenship, should be emphasized, and an underlying communality of skills is needed in these areas: i.e. adaptability, curiosity, resourcefulness, imagination, the ability to communicate and cooperate, a sense of responsibility. A forecast of future work, citizenship and leisure needs suggests that developing flexibility and the ability for self-planned learning may be a more appropriate educational strategy than teaching specific job-related skills.

The ambivalence of educators towards the role of the school in a changing society was evident in a recent conference on education and work, reported in Change Magazine.[43] While participants all recognized the challenges of changing demands of the workplace, they seemed unable to come to grips with the real mission of the school for the future. For the most part they looked at the education role in relation to the world of work. However, several participants specifically noted the impact of leisure. Citing the increase in free time over the years, they found that we need to know more about what leisure means to different groups in society. Focusing on the leisure dimension of society and its impact on workers and their educational needs, the changing function of work and leisure in terms of personal gratification becomes the primary mission.

Despite existence of alternative models for the future -- whether it be a society of leisure or one in which work will prevail -- there are strong threads of unanimity in the increased emphasis on the

value of a liberal arts, humanistic education as the best preparation for a future filled with unpredictable change. Speaking for the leisure philosophers who decry the vocational emphasis of schooling, the university should defend the liberal arts as the heartland. However, it is the unpredictablitiy of the future that unites these arguments. Robert Hutchins has said, "If I had a single message for the younger generation I would say, 'Get ready for anything, because anything is what's going to happen. We don't know what it is, and it's very likely that whatever it is it won't be what we now think it is.'" He says that only the person who is "truly educated, rather than narrowly trained, is ready for anything."[44]

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CRITICAL ISSUE IV: WOMEN

The Middle-Aged Woman: A Force in the Future

One of the familiar fancies appearing in an occasional science-fiction magazine, or in an Edgar Rice Burrough's yarn about exotic tribes, is that of the Amazons -- superb women; tall, shapely beauties; intelligent, less than half-clothed, and remarkably strong. Pure fiction! No such tribe exists on this planet. Except for the elusive Big-Foot, whom we all believe to be male for some reason, no super-people are anywhere except in the minds of our dreamers. Yet, due to demographic changes, the most unlikely candidates in America seem slated to become, not super-people, but at least politically powerful people. They are--middle-aged women.

One of the attributes of middle-age is that it is ephemeral--except, perhaps, to those who are experiencing it. Its boundaries are fuzzy. They are not marked and definite. They are vague and individualized. Most speakers, after excusing themselves by saying "for purposes of discussion," usually "cop out" by using chronological age as the line of demarcation, arbitrarily assigning the middle years--from 40 to 55; or rashly from 35 50 65; or discretely from 50 to 60; or, if the speaker is 20, she or he might see middle-age as starting at 25 and ending at 30. Whatever assignment is made, age itself is so capricious. There is a woman who has the nickname of "Sparkle Plenty" simply because she does. She is 73 and is still discovering certain aspects of the world and is delighted with them and herself. She is a glowing, vibrant, middle-aged woman. Another woman, who just celebrated her 32nd birthday, and who seems to be in excellent physical health, but who expresses utter misery because she believes that life is passing her by, and it is, she thinks, too late to do anything about it, seems to be an unhappy middle-aged woman. With the parameters of individual differences in physical and psychological conditions and attitudes in mind, for purposes of discussion, middle-age may be defined as the middle years of the life span, from somewhere, depending on the individual, near the mid-30's to somewhere, nowadays, in the late 60's or 70's.

The quotation from the United Nation's report, describing the quandry of women to the effect that for the world's women to be raised to equality with the male population, it will be necessary for political, social and cultural change to take place on a scale unprecedented in human history is true. It is with the deepest respect for truth that this discussion is confined to the middle-aged population of American women only. This is not to say that American women are so close to the promised land of equality that it is easy to project it into their future. The distinction is made only out of deference to length of space for discussion vis a vis the multitude of political, social and cultural differences that exist througout the world. These social institutions have direct bearing on the position, attitudes and expectations of people--including middle-aged women--and their futures.

As to how far into the future this discussion projects, the year 2000 is selected, not haphazardly, but carefully because, as we know, that year marks the height of middle-aging of the post-war population explosion of babies born during the period roughly from 1947 through 1957. Although demographic change is by nature an evolutionary process that occurs incrementally, and therefore slowly, the rather sudden bulge of middle-agers in a population accustomed to deification of youth will inevitably bring about as sweeping a transformation as any that Americans have experienced in their ever-changing nation. It is the purpose of this rationale for a training model, therefore, to explore the catalysts of today that will bring about these changes, and to interpret these changes in relation to the position of middle-aged women in the future.

Despite the tendency for the view of the future to be blurred by the present political, economic, and ecological uncertainties, the catalysts--or the harbingers of drastic change in America are seen clearly in many areas. Philip Hauser, Director of the Population Research Center at the University of Chicago, for example, based his

prognostication concerning impending critical change on the upsurge of middle-agers by the year 2000, comparing it to the far-reaching effects that the post-Civil War tide of European immigration had on America, and is quoted in an issue of Newsweek devoted to the "Graying of America." He states, "As a direct result of an aging population, we are faced with the prospect of very drastic social, economic and political change over the next quarter century." An impressive number of experts in a variety of fields in the same issue are quoted as echoing Hauser's expectation of critical changes due to an older population.[1]

In a free enterprise system where Madison Avenue turns luxuries into necessities for millions of people, the announcement of a new target population that will get bigger and better as time goes on is indeed another important harbinger to heed. A recent article in Businessweek announced the discovery of such a "new" population. The authors called this population the "Over-50" set and reported that after two decades of catering to a market of people aged from 18 to 34, such big companies as Proctor and Gamble, Colgate-Palmolive, Coca-Cola and Bristol Meyers are concentrating on the "maturity market" because

- .the 40-plus set is the fastest growing group on the American scene. (Today's market for middle-agers is impressive and tomorrow's is even more so.)
- .that's where the money is. (The kids are either getting ready to leave or have flown the coop already).
- .analyses of buying habits have recently indicated that the assumption that middle-aged habits were set in cement is a myth. (Middle-aged women are, they find, particularly willing to try new products).
- .television networks that persist in selling to the young have had their ratings tumble, whereas such programs as 60 Minutes, which has a high percentage of viewers in the upper age brackets, prosper and are super-attractive to the advertisers. (Again, middle-aged women are the bull's eye of the target).[2]

We are familiar with the results of this campaign. Such vigorous enterprises as the airlines tell middle-aged business men and women to take the spouse along free--or, (and we may presume this one is addressed to both sexes) "Fly me, I'm yours!" MacDonald's and Johnson and Johnson are aiming their advertising at middle-age, particularly middle-aged women, telling housewives they deserve a break today; and are promising them the hair of a toddler with No More Tears; while their babies gurgle to them of the delights they will get from baby powder. The point is that the power of a potentially larger than ever population is already being felt in places that matter.

But what of middle-aged women? Will they be left behind, as usual, while their men peers wield their political, economic, and cultural clout that will result from the significant size of their group? Although their past does not serve as prologue to their future as a force to be reckoned with, certain characteristics of today's middle-aged women indicate that they will, indeed, be a force. This statement is not based on wishful thinking nor is it a form of whistling in the dark. It is made while recognizing such well known facts as that of the inequity of women's salaries today, and an awareness of multitudes of impediments that prevent social, professional, and personal recognition of women's identities as separate from that of men. And the barriers go deep into our history and were built carefully in earlier America, where women's role was defined, in public image if not in practice, by her biological purpose.

The noted historian, June Sochen, in her remarkable history of women titled Herstory, establishes the depth of the tradition by disclosing the roots of ideologies held about women and those that women held about themselves. Those common assumptions had a dramatic effect on the reality of women's lives.[3] In following through on this theme, the critical, participatory role that women--particularly middle-aged women as wives and mothers--had in the building of our nation emerges clearly, despite the fact that women's active doing--whether as partners participating in the rough life of pioneer times while mostly pregnant; or

sharing equally with their men the trials of everyday living while winning the West; or performing all essential duties that have been their lot during wartime--women's measureable accomplishments were always evaluated by males and recounted with short-lived oral praise. Women's deeds, Sochen reminds us, were not recorded as the history of our nation. The subjective determinations made in the past, exist today in far more than vestigial form and appear in innocent guises such as a brochure in a packet of materials distributed at a recent bankers' convention that stated, "Mr. Banker...Do not open...Please take this to your wife." And we women contribute to the non-personna of our sex by self-limiting our roles. As Sheery Lansing, who at age 35 earns $300,000 a year as President of Twentieth Century Fox observed, "My mother sees my work as something for me to do until I get married again."[4]

The projection of forceful futures for middle-aged women is also made with an awareness of the rather distressing public image, and therefore self-image, that middle-aged women have today. If being a woman in America is still fraught with some surprising whoppers, being a middle-aged woman presents a far more diverse smorgasbord of negatives. To illustrate with a couple of stereotypes we all know.

- .the myth of the menopausal matron trying to compete in the business world
- .the "old husband's tale" that causes many a middle-aged woman to suffer because, while her husband becomes a more attractive "older man," she has been predisposed to think of herself as "kaput," "finis," "done for," once the kids are gone.

The expectation that middle-aged women will possess social and political power in the future is based on several factors in addition to the dramatic results that sheer numbers will give them by the year 2000.

1. Change is a factor. Sure, change is slow, but we are speaking of change that is facilitated by a communication media that is as sensitive as a compass in discovering which way to point its persuaders to reap the greatest benefits for them.

2. Change also in the self-image that middle-aged women are developing, themselves. The generation of women now either entering, leaving, or in the middle of middle-age are developing a whole set of healthy life patterns and practices that should serve as a confidence-base for the generations that follow them. As early as 1976 the National Institute of Health reported that research results show impressive gains in self-image among women of all ages.[5]

Dynamic Years, (note the title) a magazine for middle-aged Americans, features articles such as a recent one, regularly reporting the ever-growing number of middle-aged women returning to college, post-graduate work, jobs, self-employed enterprise, politicking, lobbying, and other activities that tap their talents, experiences and education.[6] Universities are admitting unprecedented numbers of middle-aged women--active, married women with young children, widows, women whose children are grown, divorcees, single parents, career women--all returning to college to upgrade their skills, obtain degrees, or otherwise enrich their lives. Indeed, many universities are deserting the traditional ivory tower for the more lucrative, essentially "life-saving field" for institutions of higher learning these days, of recruiting middle-aged women.

Juanita Kreps, former Secretary of Commerce, reported that although women's wages and salaries have not caught up with those of men, there has been remarkable increase in the numbers of forty year old women in the second phase of their worklife, who have the self confidence, poise and resiliency to know there is no need to withdraw as they previously did. Kreps also states that as early as 1960 the proportion of older women who worked was as high as that of the young women.[7]

3. Change as a catalyst for a forceful future is also present in the improved educational background, health, quality of life, and longevity of today's women. The picture that society used to paint of the frumpy, discontented former mother of 50 years of age, going beserk because she is useless is almost a thing of the past. Many

present day middle-aged women have taken better care of their mental and physical health in their younger years and carry these habits over the markless boundaries of middle-age. They are a well-groomed, confident lot who do things that surprise the unaware. For example, on July 15, 1980, the middle-aged generation made the sports page of the Washington Post. In the article, Verle Nicholson, Information Director of the President's Council on Physical Fitness, reportedly found it significant that such a large number of "women and people in their middle years... are actively involved in sports and fitness programs." He notes later, incidentally, that the elderly are participating in growing numbers.[8] Figure salons are now doing a booming buisness as middle-aged women fight the battle of what used to be called the natural bulge.

Add to the fitness scene the longevity factor of women--they live longer than men by eight to ten years--and the population is skewed toward widows. The odds are fifty-four out of one-hundred that a woman 55 years of age or younger will become a widow if her husband is five years older than she is; and eighty out of one-hundred if he is ten years older than she.[9] The New York Times recently headlined a fascinating article that attributed what they called women's health superiority to the male's inherited immunological inferiority.[10] Another article reveals a study, finding that women, as compared to men, are even hardier than has been assumed on the basis of conventional longevity data. For example, women have lower death rates in virtually every country despite the fact that they share the health hazards of that country with the males.[11] The point is that the durability of women's bodies is only now being recognized and science and the humanities are beginning to realize that middle-age is a long way off from senescence. As Marilyn Ferguson states unequivocally in The Aquarian Conspiracy, we are now making the bodymind connection.[12]

Rose Kennedy expressed it well on the occasion of her ninetieth birthday when she gave us assurance that old age is nothing to fear. She philosophized that the way you live your life when younger,

determines the fun you can have when older. She admits that she finds old age "a gas." As to the irritating impediments of today, Congresswoman Millicent Fenwick had the answer to them. When a male colleague expressed displeasure with the Equal Rights Amendment because he "always thought of women as kissable, cuddly and smelling good," Fenwick responded, "That's the way I feel about men too. I only hope for your sake you haven't been disappointed as often as I have."[13]

Through factors mentioned in this discussion and others not mentioned, today's middle-aged woman is reaching through the myths, assumptions, attitudes, and definitions that have bound her. She reaches into a strong future position for the realization of her potential. Such a change is unprecedented. But then, these are unprecedented times.

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A Future Agenda for Adult Learning

An exciting new partnership is developing in post-secondary institutions between older women and education. The return of these older students to classes is occurring with such frequency that it has increased the median age of post-secondary students. Colleges, junior colleges, evening schools report an influx of housewives, secretaries, career women, in unprecedented numbers. Training models for this new population has now become a matter of close scrutiny and thoughtful planning, for the partnership has great relevance to the future of both the students and the institutions. It is with these considerations concerning the partnership in mind, that this outline of a model for training is presented.

In order to achieve a clearer understanding of the problems in present-day training procedures for older students it is necessary to discuss some of the confusion in terminology that is used in describing the education of adults older than traditional college age. Clarification of such terms as continuing education, adult education, the older woman, the mature woman, adult learning, lifetime learning, becomes difficult because many of them are used interchangeably.

Continuing education, for example, is not to be confused with adult education, nor with the concept of education as continuous or lifelong. Adult education is usually associated, it seems, with educational programs for persons who are lacking certain basic education skills. Those advancing lifelong education suggest that education should not stop upon reaching a certain age, but should continue over the lifespan. Continuing education, on the other hand, often refers to the continuation of an education that has been interrupted after the completion of high school. The term is also commonly used to indicate the continuation of learning to keep up with new knowledge in a given profession.

The distinctions among these educational concepts have apparently

been lost in the literature on aging. In writing about continuing education for the aged, Heimstra uses the terms continuing education, education for the aged, and adult education interchangeably.[1] According to Havinghurst continuing education can take on a variety of forms in a variety of places--study groups, discussion groups, symposia, and lectures in churches, community centers, or local colleges and universities.[2] Agreement as to exactly what continuing education means should be decided in order to facilitate a search of the literature on the topic. And the term inservice training seems to have little to do with adult education, although the trainees are adults.

Generally, continuing education is perceived to be the resumption of education by the mature person. For that matter, there is no one definition that is acceptable to all as to what constitutes a mature person. These problems of definition are recurrent in much of the literature on the older woman and continuing education. Knowing this does not mean that the studies on these topics are negated. It simply indicates a need.

As more and more research is being conducted on continuing education programs throughout the nation, a substantial amount of new and pertinent information is now available for planners of future programs. New and innovative programs are being developed in some post-secondary institutions on the basis of what is being revealed about the mature woman's needs and how successful programs can provide for them.

Today's planners are well aware that effective continuing education programs are designed to meet the unique needs of these women. Day care centers are being established on campuses, not only as baby sitting facilities, but also as places where children can receive quality education. Flexibility has become the key word in class scheduling. Discrimination on the basis of age and sex is becoming less prevalent. Special courses are being designed purportedly relating specifically to the older woman. Counseling centers are being established in some post-secondary institutions with the older woman as one of their priorities. Even financial assistance is being made available

to women in part-time continuing education programs, thus enabling low-income and minority women to have a chance. Although some or all of these improvements are beginning to be found in secondary institutions they, unfortunately, do not exist in many.

In order that training programs for older women--meaning, women between about age 35 through senesence, but with major emphasis on the 35 through 60 group--changes must be made in existing attitudes. The role of women in education must be recognized, and not with the nineteenth century ambiance. All people must recognize that women have the right to quality education and that they are important resources of the nation. This change in attitude will not come about, however, until women change their own self-images, and begin to recognize their strengths. For example, mature women bring to the learning situation their life experiences and are more highly motivated to learn than younger students. Studies show that mature women students do above average work.

Another aspect of today's problem is the incessant nature of change. As policies for continuing education change, so does the older woman, for today's older woman will differ a great deal from tomorrow's. Their attitudes as well as their life styles are ever in the process of changing. More women, for example, are foregoing the option of marriage, and of having children, but what effects these decisions will have on educational programs is not yet discernable. There is, however, enough clarity to provide some guidance to planners of training programs.

The increasing number of women entering junior and community college programs show increasing interests in learning to meet the needs of their communities. They show a need for self-understanding; for understanding their relationships with their families. As the role of woman is changing in the home, so it is changing in career options. More non-traditional programs are opening up in institutions of higher learning. Women no longer think only of being teachers or of "doing social work" or becoming nurses. The change is slow, but it is appearing and training institutions must be aware of them.

Training implications usually surface as a result of some research investigation. Unfortunately, too little has been done on the subject of education and the older woman. It is with these needs, the motivations, obvious strengths, and unique attributes of older women trainees in mind that this outline of a model for training, is presented. Its promise of success is based on knowledge of the high degree of individuality of older women, as well as the analogous characteristics interent in developmental states. It is based on the adult learning process. Only through application of this process can older women make contributions to society that are more in keeping with their potential.

The agenda of the training model that follows focuses on the potential of adult learners, older women included, and provides an environment in which the principles of adult learning can operate to maximum benefit of the learners. The elements for a model are presented in topical and explicative form, bringing together those aspects of adult learning that are universally applicable to adults and that capitalize on their strengths, motivations, stresses, and life experiences as learners. It is based upon key concepts pertinent to the further development of our highly special adult learning potential that have been excerpted from other writings of Winifred Warnat.[7]

The Agenda

Item One: Adult Learning Potential

Adult learning is defined as the adult life process involved with obtaining knowledge, understanding, or skill through experience, study, or instruction. We cultivate our adult learning potential by

- .becoming more creative in our approach to problem-solving
- .being more risk-taking in exploring new and possible means for managing our lives
- .looking beyond traditional limits and self-imposed parameters to expanding our experience base with untried (but not unreasonable) options
- .exploring the unkown and finding out just how many choices there really are
- .developing options by always anticipating alternative outcomes
- .making the negative positive by changing and modifying our behavior, and
- .most of all, directing ourselves to where we wish to go.

Item Two: The Mind

In a recent National Geographic television special on "The Mysteries of the Mind," it was pointed out that even though the brain is the most powerful force on earth, it lacks the power to understand itself.[3] According to neuropsychiatrist Richard Restak, author of The Brain: The Last Frontier, the human being is the only known living animal whose brain is developed way beyond where he is.[4] In her work, Supermind, Barbara Brown, expert on biofeedback, points out that

> ...the ultimate activity of thought--the faculty for introspection, for self-awareness, for self-analysis, and for analyzing one's own thought processes--is still a mysterious 'black box' of mind miracles that no man seems to dare to open.[5]

She goes on to say that while

> ...science does...know something about the necessary conditions for thought that can analyze and synthesize, and something about the necessary conditions for making

> decisions and evaluating our information, for establishing goals, formulating intentions, and developing defenses for personal survival...We understand nothing of the operations of mind that lead to the human qualities of loyalty, of love, of identity, of power or pleasure or understanding.[6]

With all we do know about the brain, at the maximum we only know about 10 percent of its total functioning. We can well ask, "What is the other 90 percent about?" Interesting that we educators assume that we understand learning and how to develop it, and that we continue to allow our self-imposed limitations to implant themselves with such dominance upon our will.

Item Three: The Affective Domain

Even though we know that most of our learning occurs in the affective, and increasingly so as we progress through the life span, when we approach learning in its formal education sense, it is clearly unevenly skewed toward its cognitive dimensions. The affective dimensions of adult learning potential encompass our feelings, values, attitudes and beliefs that we express through our behavior. The major facilitator of affective learning is motivation, prompted by some form of stress or tension, which may be either positive or negative. The ultimate of our human learning capacities rests with our individual abilities to manage, handle, cope with the multitude of stress-causing elements and episodes that impact upon each and every one of us throughout our life time.

For all we know about learning, we know very little. The cognitive aspects of learning, that formal education is so locked into, barely touched the surface of our learning potential, whether we approach it through experience, theory, or research. It is becoming increasingly evident that the affective aspects of learning represent a major and highly complex domain that reveals a critical void in our knowledge and understanding of human learning processes and capabilities.

Item Four: Stress

Adult learning potential involves successfully managing stress and using it as a positive motivator. We are far from fully understanding the phenomena of stress and its influence on our learning capacities, especially as adults. Yet we know that learning is a critical function that contributes to the adaptation process. While we have gotten to the point of identifying and treating stress-related illnesses, we continue to sidestep the positive stress we experience that serves as a prime motivator influencing personal achievement and satisfaction with life.

We need to prepare ourselves for understanding how stress affects our adult learning capacities by noting the following. First of all, we need to acknowledge that in today's world, there is no such thing as stress-free living. Second, we need to recognize that stress is constant, and that it is complex. Third, we need to realize that it is a dynamic, motivating force. And fourth, we need to understand that it contributes to both learning and unlearning. That being the case, it is imperative that we discover how to create or nurture the form of stress which motivates us to perform and achieve.

Item Five: Self-Imposed Limitations

Adult Learning potential involves putting into proper perspective and overcoming self-imposed limitations that interfere with performance. Self-imposed limitations are the mental barriers that we build to protect ourselves from what we do not know or understand. They are expressed through the attitudes, values, beliefs, and behaviors that we assume and hang onto in an effort to maintain the comfort of the known and familiar status quo. Self-imposed limitations are a direct response to our resistance to change that involves a basic fear of the unknown and uncertain, because we are unwilling to accept our inner strength and take on that responsibility.

Item Six: Unlearning

Adult learning potential involves being able to unlearn the behaviors

and patterns that no longer facilitate effective problem-solving, and redirect them into more constructive processes. In terms of unlearning, we need to acknowledge the reality of those inhibiting learning patterns of the past that no longer nurture or encourage personal growth. Important to nurturing our learning potential and abilities is our willingness to forego those learning patterns that are inadequate as we develop new learning modes that will stimulate our constructive coping capacities. Most of us are locked into a mind set that has kept us from fully acknowledging ourselves as developing individuals in constant need of reassessing and rechanneling our energies. The function of unlearning does not mean to imply that we erase what has been learned, but rather that we undo and redirect obsolete, past learning which is no longer useful or that poses an obstacle to new and useful means.

Item Seven: The Total Person

Each and every one of us is a "total person" with a composition consisting of two basic components that we all have in common, and a third component that highlights our individuality. Although distinctive from person to person, the two basic components are (1) the sequential, developmental life processes that are on-going from birth to death, and (2) the intrinsic and extrinsic life forces that impact upon them. The third component consists of the major and minor, anticipated and unanticipated life events we undergo. Even though experienced in quantum by every one of us throughout the life span, each life event is a highly personal and unique living experience. It is the compilation of these three components--life processes, life forces and life events--that etablishes our own living-learning laboratory.

Item Eight: The Learner-Educator Dyad

The learner-educator dyad exists within each of us. Throughout our life span, we continue to function as both learner and educator, frequently simultaneously--teaching as we learn; learning as we teach. Thus far we are unwilling to assume sufficient responsibility for determining the directions of our lives take, although it is clearly within our capabilities to do so.

responsibility for determining the directions our lives take, although it is clearly within our capabilities to do so.

Item Nine: The Real Basics

We have not yet come to grips with the fact that the basics are not "reading, 'riting, and 'rithmetic," but, in truth, the real basics are attitudes, values, feelings, and beliefs. And these real basics are cultivated within the unknown recesses of our minds. Of paramount importance to successful learning is acknowledging the prominence of the real basics which are naturally, life-experience related, and are called upon in the process of accomodating the many changes occurring as a result of the maturation process. Further, the real basics give us the means for healthy and effective stress management; they provide the key for successful functioning.

Item Ten: Life Events

Life events actually serve as our primary learning lessons, especially since most of the stress we experience revolves around them. Directly related to the life events we experience, are the changes we undergo as we progress through the life span. Life events are facilitators of change, and contribute significantly to our growth as a total person. During our adult years, the change prompted by life events involves raising children, changing interests, adjusting to aging parents, helping teenage children become adults, attending training sessions, adjusting to physiological changes, starting a new job, changing diets, controlling weight, and preparing for retirement, to name a few. To understand how life events are likely to influence us as adult learners, we need to consider the range of life events that influence us, as well as our range of responses to them.

Item Eleven: Layering

Layering is the vertical dymension of our development. It focuses upon our accumulating, sorting through, and storing our attitudes, beliefs, knowledge, values, feelings, skills, and behaviors as we develop. As a process of accumulation of life events, it is based on the premise that

as we proceed through our ages and stages, we collect our various life experiences and our responses to them, and save them for future reference. As life events make up our learning lessons, so layering serves as our resource data bank, that we rely upon when we are confronted with concerns demanding resolution. By housing our life experiences, it provides us with a broad repertoire of responses to choose from in response to any given situation.

Item Twelve: The Living-Learning Laboratory

We are highly unique individuals, each of us functioning as both learner and educator throughout our entire life time. The classroom we operate in is our total living environment--the family, the neighborhood, the universe of which we are a part. The learning laboratory we use is our life in which we continue to experiment for satisfactory outcomes. The learning lessons are the life events we experience. We also are motivated by the stress we perceive. The adaptation methodologies we use involve two key dynamics: one, our repertoire of responses--the established response patterns to life events that we are prone to use; the other, unlearning--the reshaping of our inappropriate responses into more useful and effective ones. Crucial to the life satisfaction and the quality of life we seek is the ability to maintain receptivity to change and the capacity to adapt to it.

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CRITICAL ISSUE V: COMMUNITY EDUCATION

Training for Leadership--
The Role of Adult Learning in Community Education

Rationale

The concept of lifelong learning is a current that permeates much of the literature on community education. It is typically interpreted from a programmatic perspective that entails an educative service to be provided through a community education institution. And it is within this context that the adult learner is highlighted.

What has yet to be acknowledged is the fact that community educators, regardless of their role or responsibilities, also are adult learners. Furthermore, the diversity in adult learning patterns and the changes that those patterns undergo over the life span are critical factors affecting quality and efficacy of work performance and level of personal satisfaction, factors particularly pertinent to those leadership dynamics that are crucial to the success of community education efforts. A critical need of community educators is to become aware of how they, themselves, function as adult learners and what impact this insight has on improving performance, as well as interpersonal interactions with community members. In addition, by becoming more aware of their own functioning as adult learners, community educators very likely will be able to expand their understanding of the variance in adult learner populations within the community, given role and age group distinctions, and improve practice accordingly. It is the intent of this model of leadership training to address this critical need.

Purpose

This model training effort focuses upon the leadership development of community educators. The model has a three-fold mission that addresses the acquisition of new knowledge and the development of new skills pertinent to cultivating the abilities and talents of the adult learner in the context of community. The three-fold mission entails

(1) the orientation of community education leaders to the complexity of the adult learning process, the diversity of adult learner populations, and the incorporation of adult learning principles into the training and service efforts provided through community education;

(2) the identification of the specific training needs of community educators that focus on adult learning as an imperative aspect of community education practices; and

(3) the development of useful, effective, and relevant methods and materials that will address those needs.

Objectives

This training model sets forth five objectives. They are

1. To provide an expanded knowledge base for community education leaders on the dynamics of adult learning in the context of community.
2. To train community education leaders in methods of approaching the adult learner in the community education setting.
3. To involve community education leaders in conducting a needs identification of adult learner populations in the community that are pertinent to incorporating adult learning principles into community education practices.
4. To develop resource documents on adult learning and adult learner populations germane to community education practices.
5. To develop resource documents to members of the community education constituency and other interested parties.

Although both community educators and community citizens in general should ultimately benefit, the participants in the training model should consist of designated leaders in Community Education. The training effort might enlist members of the following three groups: (1) community education representatives from state education agencies, (2) directors of centers for community education development, and (3) directors of community education and Teacher Corps projects.

Overview

The major activities of the training effort should concentrate on conducting leadership training conferences, and developing and disseminating resource materials that focus on the adult learner in

in community education. Those activities should be accomplished through twenty assignments.

The approach of using leadership training conferences is selected as the best means for influencing community education leadership across the country. Through this process it should be possible to provide leaders with a comprehensive orientation to the complexity of adult learning processes and principles, as well as the diversity of adult learner populations in the community. In addition, by participating in one of these conferences, each conferee should be directly involved with identifying critical adult-learning-related training needs of community educators and alternative strategies to address them. Of course, there is also the side benefit of having the opportunity for the informal exchange of information and ideas with colleagues one seldom has the opportunity to otherwise meet and collaborate with. The conferences should be unique--not only through the provocative and useful information and interpretations of adult learning in community education that should be given and the active involvement of participants in that process, but also, through the information gathered at each conference that contributes to the development of a resource document on adult learning for use by the community education constituency at large.

The leadership training conference would be geared to fifty participants. The staff for the planning, implementation, and follow-up aspects of the conference would consist of a program director, a conference coordinator, a conference facilitator, and an information specialist, based on the assumption that the success and the effectiveness of the leadership training conference is enhanced by a cohesive and competent highly qualified staff. Outside consultants should not be necessary, except perhaps for evaluation purposes.

A pre-conference packet could be developed for each participant that would include a range of materials pertinent to adult learning and the adult learner in community education. Also, following the conference, each participant could receive a follow-up packet

that includes additional materials as well as a report of that conference. Through the conference process, Objectives One, Two and Three should be satisfied.

Resource Materials. A search of community education literature on adult learning has revealed a dearth of information in that particular area. Furthermore, an in-depth exploration and interpretation of related literature in the area of adult learning has revealed that little attention has been given to interpreting the adult learning process or what it entails, acknowledging the diversity of learning styles of adult learners that takes into account socio-economic and ethnic differences, and recognizing the reality that every one of us is a changing and evolving adult learner throughout our entire life span. Based on these gaps, the development and dissemination of appropriate materials on adult learning in community education is truly a critical need.

Two major documents may be developed through the leadership training model. One highlights the adult learner in the context of community education; the other highlights the multidimensional nature of the adult learning process and the merging of adult learning principles into community education practices.

(1) The Adult Learner in Community Education would focus on diversity in learning styles, and addresses the following groups of adult learners: community educators, community council members, citizens, volunteers, parents, senior citizens, handicapped individuals, high school dropouts, employed workers, unemployed workers, and employers.

(2) The Natural Blend: Community Education and Adult Learning could serve as a guide for incorporating adult learning principles into community education practices, and includes content encompassing adult development. unlearning, self-imposed limitations, stress, motivation, and creativity as critical facets of the adult learning process. Information gathered from the conferences, especially that

pertaining to the training needs identification, may be used as the basis for this document.

Other ancillary documents, in particular conference materials and conference reports, may also be developed. The focus of the training program's distribution effort should be to the population of community education leaders who participated in aconference. Dissemination should also entail the presentation of papers at national conferences, such as that of the Community Education Association and the Adult Education Association. In addition, broader distribution of the resource materials should be conducted in collaboration with appropriate professional associations, clearinghouses, and resource centers. Through the resource materials development and dissemination processes, Objectives Four and Five should be satisfied.

Possible Organization. The five program objectives may be addressed through the organization of assignments. A listing of these assignments follows.

Possible Organizational Assignments

Overall Training Model

1. Organization & planning
2. Management & administration
3. Evaluation

Leadership Training Conferences

4. Arrangements
5. Participant determination
6. Pre-packets
7. Program planning
8. Conferences
9. Needs identification
10. Follow-up packets
11. Conference reports
12. Conference evaluations

Resource Materials

13. Format development
14. Information gathering
15. Content development
16. Editing of drafts

Dissemination

17. Distribution to participants

18. Presentations & publications
19. Wide-range distribution

Assignments one through four focus upon over-all operations and are intended to assure continuity and quality in work performance. Assignments five through thirteen concentrate on conference-related activities and address objectives One, Two, and Three by (1) providing an expanded knowledge base in adult learning for leaders in community education; (2) training community education leaders in alternative approaches applicable to the diversity of adult learner populations; and (3) involving community education leaders in a training needs assessment for integrating adult learning principles into community education practices. Assignments fourteen through seventeen focus on the development of resource materials on adult learning in the context of community and thereby address Objective Four. Assignments eighteen through twenty address Objective Five by concentrating on the training model's dissemination efforts.

The following is an explication of the assignments:

1. *Organization and Planning.* This assignment involves the organization of the training program in terms of its personnel patterns, management design, and organizational structure. It also encompasses the planning for the program in toto.

2. *Management and Administration.* This assignment encompasses all those factors that influence the training operations, personnel and budgetary matters in particular. Within the purview of this assignment are, adjusting workload distribution, assessing worker performance, making assignments, overseeing accounts, maintaining financial records, and conducting whatever other business matters are pertinent to the efficient administration of the training program. The management procedures should use a team approach to accomplish the objectives. This task also should be ongoing throughout the duration of the program.

3. *Evaluation.* Because of the nature of the training model, this assignment is multidimensional in that it entails both formal and informal assessment applied through both formative and summative evaluation procedures. Like the first two assignments, this one also is

ongoing throughout the training period. However, while primary responsibility for this assignment rests with the program director, the evaluation process is a shared endeavor involving all staff. Informal assessment procedures involve staff feedback sessions, progress on assignments, and noticeable degree of continuity in program operations. Completion of assignments is one obvious evaluation criterion. Formal evaluation focuses on conference participant feedback on the calibre and worthwhile nature of the information and skills obtained through the leadership training conference they attended. At the close of each conference, each conferee should be asked to fill out a conference evaluation form. In terms of the primary resource materials being developed, along with their copies of the documents, conference participants should receive an evaluation form on each one to be filled out and returned. The results of these formative evaluations should be analyzed by staff and incorporated into the summative evaluation that might be compiled at the completion of the training program.

4. *Arrangements*. This assignment encompasses making all the necessary arrangements for each leadership training conference which include hotel site selection, hotel accommodations, conference room set-ups, audio-visual equipment use, billing arrangements and whatever else may be necessary in terms of conference facilities. As part of the conference team, the conference coordinator should be responsible for completing this assignment which involves the preparation and coordination of all five conferences. Each conference entails coordination that encompasses a pre-conference planning period, on-site conference arrangements, and follow-up to put closure on any outstanding details.

5. *Participant Determination*. The identification, distribution, and notification of the conference participants to a given conference should be the focus of this assignment. Each conference should be geared to accommodate fifty participants. The responsibility of carrying out this assignment may be shared by the program director, the conference facilitator, and the conference

coordinator. The basic participant determination should be made prior to each conference; verfication of attendees for a given conference should occur during its specific planning period.

6. Pre-Packets. This assignment entails the development of an orientation packet for conference participants that should include pertinent materials, such as papers, articles, and bibliographies on various aspects of adult learning. The information specialist and the conference facilitator should be responsible for determining the content of the pre-packets, while the conference coordinator should be responsible for their distribution to conference participants. Distribution to participants should occur prior to a given meeting.

7. Program Planning. The two-day program of activities and how they are to be conducted during each conference should be addressed through this assignment. Although the general program content should remain constant for all conferences, the unique characteristics and concerns of each group of conferees ought to be taken into account in the design of each conference program. The content to be presented should encompass four areas.

(1) The Adult Learner in the Community--an introduction to adult learning theory, adult development perspectives, and the adult learning process should be provided, as well as an overview of current adult learning practices. Stress, motivation, creativity and life experience as significant elements of adult learning are aspects that should be emphasized.

(2) The Natural Blend: Community Education and Adult Learning --an orientation to the diversity in adult learning styles should be presented in terms of the various adult learner populations in the community. The uniqueness of individual learning patterns should be examined through the concepts of unlearning and self-imposed limitations.

(3) The Community Educator as Adult Learner--The educator-

learner dyad operating within the community educators might be explored. In that regard, the total person interpretation of the adult learner would be focused upon, revealing the inter-active nature of family life, work life, and leisure life in the context of the community educator role.

(4) Training Needs Identification--Given the foundation that has been provided, conference participants should partake in an exercise to assess and identify critical gaps in knowledge, skills, and attitudes that need to be bridged to enhance the performance and effectiveness of the community educator, especially in his or her role as community leader.

A variety of small group, large group, and individual activities should be used; some formal, some informal in nature. All staff may be involved with this effort. Preceding each conference, adjustments to the program design ought to be made as necessary.

8. Conferences. The orchestration of each conference is encompassed within this assignment. It focuses on conducting each activity to make certain that conference objectives are accomplished and participant needs are met in a thorough and quality manner. A team of three staff members provides the core for conducting each conference. The conference facilitator and the conference coordinator are involved in arranging each conference, resolving any logistical problems, and conducting conference evaluations, while the program director and information specialist assume responsibility for making presentations, leading discussions, directing individual and small group activities, and synthesizing information.

9. Needs Identification. This assignment involves developing the criteria for a training needs assessment of community educators to be undertaken by the conference participants during one of the conference sessions. The Training Needs Identification session should entail

the small group interaction of conferees who might designate critical gaps in the training of community educators that should be given priority treatment. Finally, the five completed needs assessments obtained from each conference may be synthesized into a composite that provides the basis for one of the program documents. The conference facilitator should assume responsibility for conducting the Training Needs Identification and compiling the outcomes.

10. Follow-up Packet. This assignment involves compiling a packet of materials that each conferee should receive following the conference he or she participated in. It should include additional resource materials further elaborating on the adult learner in Community Education, as well as the conference report and a synthesis of the Training Needs Identification conducted there. As with the pre-packets, the information specialist and the conference facilitator should be responsible for its content, while the conference coordinator should be responsible for its distribution.

11. Conference Reports. To address this assignment, a report should be developed by the conference facilitator and mailed to each participant following his or her conference. The report might give an overview of the content covered throughout the conference, an elaboration of participant involvement and reaction, and the results of the Training Needs Identification.

12. Conference Evaluations. This assignment encompasses developing an evaluation procedure to be used for assessing each conference, enlisting participants in the evaluation process at the conclusion of a given conference, and analyzing the evaluation results. Each evaluation should address the format of the conference, its content, activities, calibre of presentation, and value and applicability to the field of Community Education. The evaluation should be used to improve subsequent conferences, as well as contribute to the formative evaluation of the overall program. The conference facilitator may assume responsibility for the structure of the evaluation process; the conference coordinator may assist in its distribution and analysis.

13. *Format Development.* Through this assignment the structure and the content of the resource materials to be developed within the leadership training model are to be determined. While concentration is placed on the two primary documents -- The Adult Learner in Community Education and The Natural Blend: Community Education and Adult Learning -- the development of other materials such as papers, reports, and bibliographies are also included in this process. The determination of what each document contains and how it is to be structured should be the responsibility of both the project director and the information specialist. This assignment should be ongoing until the documents have reached draft form.

14. *Information Gathering.* This assignment involves the collection and review of literature pertinent to the content of the resource materials being developed in the training program. The search and review process encompass the examination of journals, books, newspapers, government and research reports, newsletters, and unpublished documents. Information gathered from the five leadership training conferences should also be incorporated. The content areas that should be covered include adult learning, the various adult learner populations mentioned previously, community education, training, adult development, stress, motivation, and creativity. Both the information specialist and the conference facilitator should undertake this assignment that will also be ongoing until the program documents are in approved draft form.

15. *Content Development.* The scope of this assignment encompasses selecting the content of each document, organizing the information each one will cover, and then the actual writing of each document. The general content of the two primary documents, that has been already presented, should be refined into much more specific content composition. The focus of this assignment should be on determining what information that has been gathered should be included in which document, as well as write the basic documents. This assignment should be ongoing until document drafts have been completed.

16. Editing of Drafts. This assignment encompasses the review process that each draft document must go through. The process should involve extensive editing that might entail a series of re-writes until an acceptable final draft has evolved into a dissemination document. The information specialist and the conference facilitator should be responsible for the editing process that is ongoing until all documents are ready for reproduction and distribution.

17. Distribution to Participants. With the onset of the first conference and throughout the remainder of the program, a number of mailings to participants should be undertaken within this task. Four mailings should be made to each of the participants. They should include (1) the conference pre-packet, (2) the conference follow-up packet, (3) The Adult Learner in Community Education, and (4) The Natural Blend: Community Education and Adult Learning. The conference coordinator should perform this task.

18. Presentations and Publications. This assignment addresses part of the training model's outreach effort. To maximize the effectiveness and benefit of the training program's efforts to the Community Education constituency, presentations should be given whenever possible and appropriate. Papers should be developed and submitted for publication in professional journals and in clearinghouse documents that are widely read by community educators. These activities should be ongoing throughout the entire period and should involve all staff.

19. Wide-range Distribution. This assignment also addresses part of the program's outreach effort. For the distribution of the resource materials developed during the training effort beyond the conference participants, clearinghouses and professional associations should be approached as vehicles that have the capacity to reach a much broader audience than is possible within the limits of the training program. The information specialist should be responsible for this task which should be highlighted during the last part of the training model.